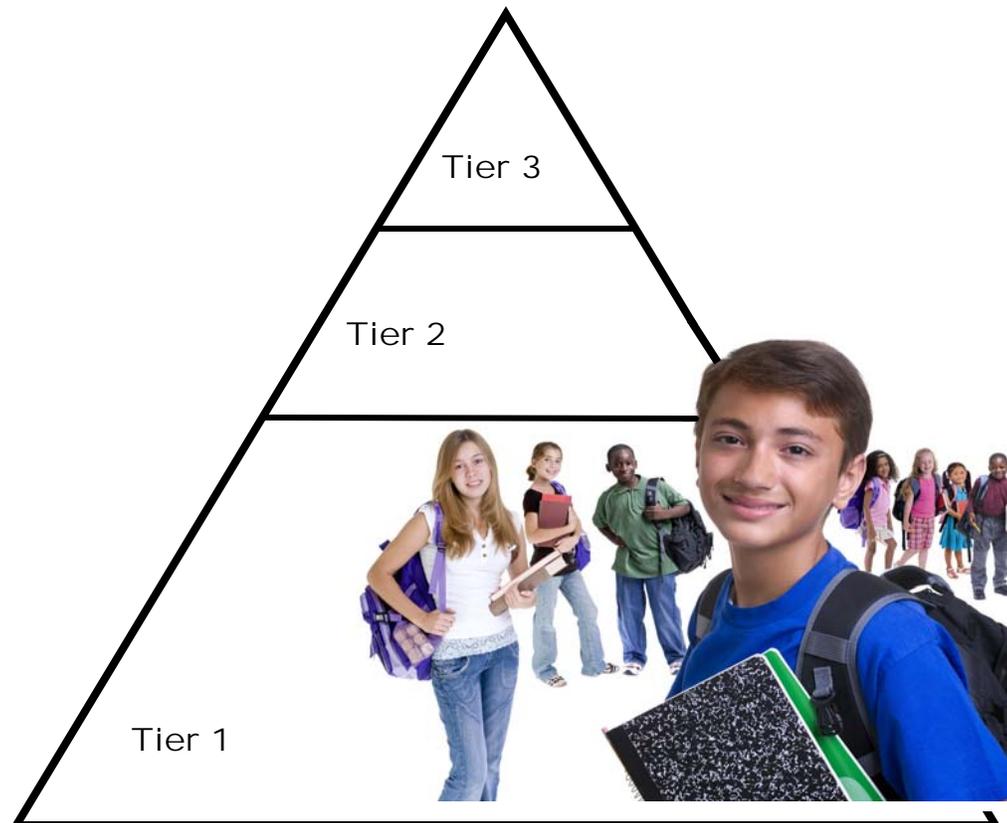


The Student Assistance Team (SAT) and the Three-Tier Model of Student Intervention



*A Guidance and Resource Manual
for New Mexico's
Response to Intervention (RtI) Framework*

New Mexico Public Education Department
Santa Fe, New Mexico
Revised Fall, 2009



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 The Student Assistance Team and the
 Three-Tier Model of Student Intervention:
 New Mexico's Response to Intervention (RtI) Framework

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Governor

Bill Richardson

Office of the Secretary of Education

Dr. Veronica C. García, Secretary of Education

Dr. Catherine Cross Maple, Deputy Secretary of Education

*Dr. Sheila Hyde, Assistant Secretary for Quality Assurance
 and Systems Integration Division*

Julia Rosa Emslie, Director, Quality Assurance Bureau

New Mexico Public Education Commission

Ms. Catherine M. Smith, Mimbres

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Mr. Eugene E. Gant, Las Cruces

Ms. Mavis V. Price, Thoreau

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Ms. Millie Pogna, Albuquerque

Mr. Jeff Carr, Eagle Nest

Mr. M. Andrew Garrison, Albuquerque

Ms. Kathryn K. Krivitzky, Albuquerque

Ms. Carolyn Shearman, Artesia

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- This manual **incorporates and replaces** the Department's technical assistance manual *Response to Intervention: A Systematic Process to Increase Learning Outcomes for All Students* (December 2006)

The Secretary of Education acknowledges the following individuals and Bureaus for their assistance with and/or review of the original and revised manuals:

Phyllis A. Bass, Project Leader, Lead Author & Editor, Education Administrator, Quality Assurance Bureau, NMPED

Kathleen Knoblock, Author, Editor, and Production Manager, Torrance, CA

Lisa Chacón-Kedge, Author, Editor, Special Education Diagnostician, Espanola Public Schools

Dan Farley, Author, Editor, Rtl 2006 Workgroup Coordinator for the NMPED

Dana Stoltz Gray, Author, Editor, Director of Programs, High Plains Regional Educational Cooperative #3
Quality Assurance Bureau, NMPED

Priority Schools Bureau, NMPED

School and Family Support Bureau, NMPED

Bilingual and Multicultural Education Bureau NMPED

Humanities Bureau, NMPED

Steve Adelsheim and Staff, NM Department of Health

Parents Reaching Out, Albuquerque, NM

New Mexico Association of Bilingual Educators (NMABE)

APEX Education, Albuquerque, NM

Trisha Bergin-Lytton, Mediator, Facilitator, Trainer, Tijeras, NM

Rtl Workgroup (2006)

Deborah Autrey, Parent, Texico Municipal Schools

Dorothy Baker, Special Education Director, Moriarty Municipal Schools

Connie Copeland, Program Specialist, Regional Educational Cooperative #10

Sam Gallegos, Diagnostician, Gadsden Independent Schools

Ginger Gendron, Diagnostician, Albuquerque Public Schools/ Jemez Valley Schools

Bernadette Gonzales, Diagnostician, Las Cruces Public Schools

Dan Greathouse, Diagnostician, Portales Municipal Schools

Jann Hunter, Director of Curriculum & Instruction, Alamogordo Public Schools

Deborah Husson, Lead Diagnostician, Las Cruces Public Schools

Carolyn Lindau, Compliance Officer, Gadsden Independent Schools

Claudia Montoya, Principal, Clayton Municipal Schools

Liza Rael, Reading First Consultant, NMPED

Mary Schutz, Director, Regional Educational Cooperative #4

Dana Stoltz Gray, Director of Programs, High Plains Regional Educational Cooperative #3

Daisy Thompson, Program Manager, UNM/CDD

Bob Walsh, Independent Diagnostician

Rtl State Advisory Team (2008–09), *Chaired by Dr. Sheila Hyde*, Assistant Secretary, NMPED

Florence Acque, NMPED Education Administrator, Bilingual/Multicultural Bureau

Jessica Aufrichtig, NMPED Education Administrator, School & Family Support Bureau

Phyllis A. Bass, NMPED Education Administrator, Quality Assurance Bureau

Lorna Bulwan, School Psychologist, Bloomfield Schools

Ellen Bernstein, President, Albuquerque Teachers Federation

Lisa Chacón-Kedge, Special Education Diagnostician, Espanola Public Schools

Adan Delgado, Superintendent, Jemez Mountain Public Schools

Don Duran, Assistant Secretary, NMPED Charter School Division

Julia Rosa Emslie, Director, NMPED Quality Assurance Bureau

Dan Farley, Related Services Coordinator, New Mexico School for the Deaf

Sandra Freeland, NMPED Education Administrator, Indian Education Division

Larry Fuller, Program Manager, Parents Reaching Out (PRO)

Dana Stoltz Gray, Director of Programs, High Plains Regional Educational Cooperative #3

Tom Genne and staff, Rtl Steering Committee, Albuquerque Public Schools

Trish Hackney, NMPED Education Administrator, Priority Schools Bureau

Lisa Hamilton, NMPED Education Administrator, Title 1 Bureau

Deborah Husson, Lead Diagnostician, Las Cruces Public Schools

Maria Jaramillo, Program/Related Services Coordinator, REC #5 Central

Eric Lopez, Associate Professor, New Mexico State University College of Education

Melinda McKnight, Liaison to New Mexico, National Center on Rtl, University of Kansas

Mona Martin, NMPED Education Administrator, Assessment & Evaluation Bureau

Jeannie Martinez, NMPED Bureau Chief, Early Childhood Bureau

Kristine Noel, Professional Development Facilitator, REC #9

Sam Ornelas, NMPED Program Manager, Title 1 Bureau

Betty Patterson, Teacher/NEA Representative, Las Cruces Public Schools

Julia Roark, Administrator, Moriarty-Edgewood Schools

Isabelle Medina-Sandoval, Bilingual Education Director, Santa Fe Public Schools

Linda Sink, Chief Academic Officer, Albuquerque Public Schools

Tom Sullivan, Executive Director, New Mexico Coalition of School Administrators

Terry Warnica, Special Education Director, Portales Municipal Schools

Sally Wilkinson, NMPED Program Manager, Instructional Materials Bureau



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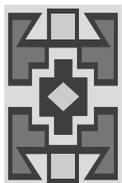
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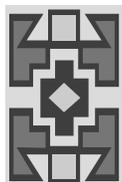
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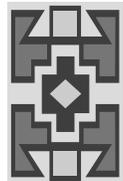
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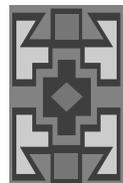
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What one New Mexico principal said. . .

Using the Rtl framework kept us focused on student achievement, how students were progressing, and making changes when results were not achieved.



Introduction

The Response to Intervention (Rtl) Framework in New Mexico: *The Three-Tier Model of Student Intervention*



What is Response to Intervention (Rtl)?

Rtl is a **framework** being used across the country and specifically encouraged by the federal government as school systems seek ways to ensure success for **all** students, and provide early assistance to students who are experiencing academic and/or behavioral challenges, or need opportunities for advanced learning. **It is a continuum of school-wide support that seeks to maximize the odds of student success and contributes to overall comprehensive school improvement efforts.** That is, it is a way for schools to



- organize and guide instructional delivery;
- allocate and optimize resources; and,
- use an integrated systems approach to teaching, learning, and behavioral supports to ensure that all students can learn.



Rtl is also *part* of a process that schools use to determine if a student has a learning disability and needs special education services. Rtl is not a student placement model, a location, a classroom, a class/course, a computer program/software, a teacher, a label, a boxed program, merely a special education initiative, or a quick fix for low achievement.



The Three-Tier Model Design: New Mexico’s Rtl Framework

Rtl frameworks feature a conceptualized model of at least three tiers where the academic and/or behavioral interventions change, or become more intense, as student needs are addressed in each successive tier. The term *three-tier model of intervention* is borrowed from public health triage models that focus on levels of treatment based on need. Simply put, it is a model consisting of three well-defined and separate processes running on different levels within a system. The different tiers represent a change in how something is done or how supports are delivered. In New Mexico (as well as in other states), this principle has been applied to develop a model of student intervention in all public schools for all students K–12. In some states, the model has also been applied to preschool.



The model has three distinct levels, or **tiers**, of instructional and/or behavioral interventions that account for **all** students and practices within a learning system. Each tier has a layer of instruction, intervention, and/or services that responds to student needs. That is, instruction and services in tier—not students. In each tier,

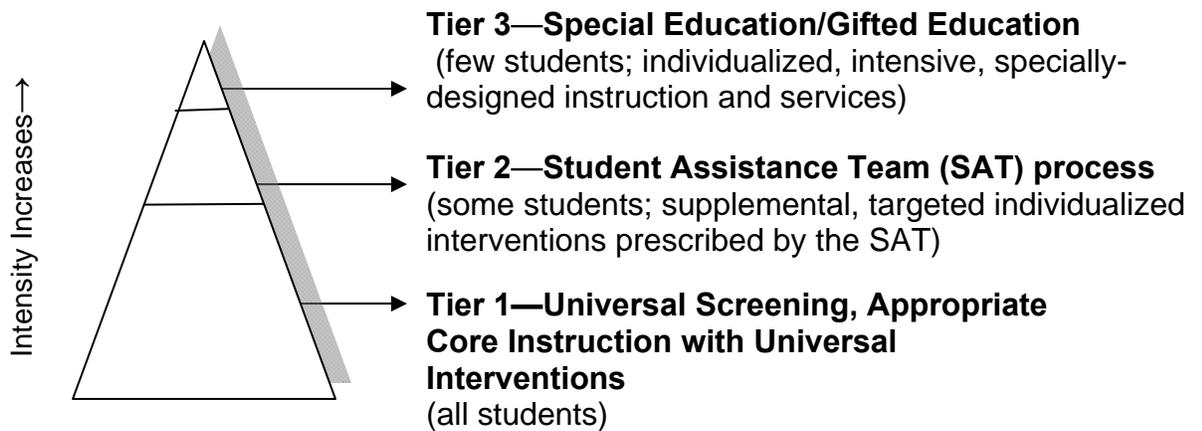




student progress is screened multiple times a year to see if students are progressing at an adequate rate. As data shows that a student has more intense learning or behavioral needs, his or her program is addressed by a team in the next higher tier and is provided more intense instruction, intervention, or services. Conversely, as student performance data shows that the need for a higher level of intervention is reduced because the student's performance can be maintained with less intervention, his or her needs are addressed in the interventions and/or services from a lower tier.



Currently, most states have defined their own Rtl framework, as federal law does not mandate the use of a particular model. Nevertheless, using an Rtl framework is strongly encouraged by the federal government. So, in New Mexico, the Rtl framework is set forth in state rule at **Subsection D of 6.29.1.9 NMAC** for all district and charter schools, and is known as *the three-tier model of student intervention*. State rule describes the model as shown below.



The intensity of instruction and assessment increases as students are served in the next higher tier. (See page 144 for a matrix that elaborates on this concept.) Students who struggle academically may also exhibit behavior problems and vice versa. For that reason, both academic and behavioral systems are addressed in a concerted effort in all three tiers, because effective classroom and behavior management supports high academic performance in students.



The state rule requiring that all district and charter schools operate using the three-tier model of student intervention and this document provide the basic requirements and description for implementing Rtl in New Mexico. **From there, districts and charter schools must develop a local implementation plan to set up internal policies, procedures, and systems *within* the tiers and then organize their available resources around the framework as a whole.** Since student populations and needs vary, it is expected that no two districts or schools will have a local implementation





plan *within the tiers* that looks precisely the same. Schools in New Mexico have been implementing school improvement strategies and academic interventions through their Educational Plan for Student Success (EPSS) for a number of years, so they already do many things that support implementation of the state’s Rtl framework. However, implementing an Rtl framework is not “business as usual,” as significant changes to allocating resources and the delivery of instruction are required to implement the framework appropriately.



Taking a Closer Look



Tier 1—Universal Screening and Appropriate Core Instruction with Universal Interventions

The focus of **Tier 1** is **universal screening, delivery of the core curriculum with universal interventions, and school-wide behavioral supports** as the first line of intervention. In New Mexico, **all** students are screened for the following:



- academics
- vision
- hearing
- language proficiency (L₁ and L₂)
- general health
- social and behavioral health
- socioeconomic status



All students are bound by the standard code of conduct. **All** students receive the core curriculum and social skills training in the regular education classroom using differentiated instruction, culturally responsive and research-based programs, and high-yield instructional strategies.



Tier 1 is designed to be preventative and proactive. So, the goal is for the majority (80%) of students in a school to respond successfully in the regular education classroom to appropriate core instruction **based on state and district standards**. If less than 80% of students lack mastery of the core program, the key tenet is that the curriculum, fidelity of instruction, and/or professional development needs are evaluated and adjusted. Through data analysis, the school must also determine if the proficiency problem is school-wide, grade, or classroom specific. Therefore, struggling students first receive assistance in Tier 1 through the teacher altering instructional components (see page 97) or utilizing **universal interventions within the classroom or grade-level generally associated with differentiated instruction and/or high-yield instructional strategies**. That is, remedial strategies, classroom/behavior management strategies, smaller group





instruction, flexible grouping, tiered assignments or lessons, curriculum compacting, and/or more instructional time when needed. These interventions are determined by the classroom teacher, grade-level teams, and/or school leadership. The 80% service target for Tier 1 may not be possible in all cases, so showing growth in the 50–70% range, over time, is considered to be a sign of progress.



After trying one to two rounds of universal interventions, the teacher and/or grade-level team, examines available universal screening and/or progress monitoring data. The team may recognize that an individual student has demonstrated little or no response to universal interventions, is struggling to learn the standard curriculum, is working beyond the standard curriculum, and/or is having difficulty maintaining appropriate behavior in the regular education classroom. At that point, the teacher will work with the student’s parents and refer the individual student to Tier 2—the school’s Student Assistance Team (SAT)—for a more individualized study of what is causing him or her to struggle academically or behaviorally. Students who are exceeding grade-level expectations may also be referred to the SAT for consideration of an enrichment program or a gifted evaluation. **See page 29 for more details about Tier 1.**



Tier 2—The Student Assistance Team (SAT) process

In New Mexico, the focus of **Tier 2** is to provide **targeted, supplemental, and individualized support** through the SAT process for students who are at-risk academically or behaviorally, or those exceeding expectations and for whom Tier 1 instruction and universal interventions prove insufficient. Using the child study process, the SAT (which includes the student’s parents) gathers all available data about a student, hypothesizes a possible cause for the problem, and then designs an individualized SAT Intervention Plan or Behavioral Intervention Plan (BIP) that the classroom teacher and/or others then implement in the regular education classroom.



What can the SAT or Behavioral Intervention Plans do that Tier 1 programs cannot? The plans provide all that occurs in Tier 1, but they ramp up *intensity* for an individual student—that is, the plans provide increased frequency and duration of the instruction, reduced group size, individual tutoring, and/or using specialists to deliver the instruction. The SAT may also design specialized interventions like reteaching the core or social skills program, or replacing it. Tier 2 also provides for progress monitoring at intervals between short-cycle assessments. In that way, the SAT can make faster adjustments for the student who is demonstrating risk. SAT interventions may be short-term, or they may continue for an entire





school year, or longer depending on student response. The ultimate goal is to assist the student in succeeding within the regular education setting with the standard curriculum.



In spite of a school’s best efforts at delivering appropriate Tier 1 core instruction with universal interventions, and supplemented with Tier 2 interventions through a SAT Intervention Plan and/or BIP, a few students may not demonstrate a significant and positive response to intervention. In those cases, a student may be referred to Tier 3 for a multidisciplinary evaluation to consider the possible need for special education services. Students who show need for a specially-designed program to accelerate learning may also be referred for a gifted evaluation. Students who are obviously disabled or in a crisis need immediate referral for evaluation.



In New Mexico, the SAT also serves as the **Section 504 Team** for students who have a disability, but do not qualify for special education services. Wearing the hat of the Section 504 Team, the SAT refers a student for a Section 504 evaluation, as necessary, and then develops the **Section 504 Accommodation Plan**, as needed. **See page 83.** The SAT also has responsibilities under state statutes for designing **Academic Improvement Plans (AIPs)** for students facing retention or have been retained. **Those procedures are outlined starting on page 79.**



Tier 2 is designed to provide an individualized and supplemental plan for a small percentage of students who are performing above or below academic and/or behavioral standards in. It is not feasible that more than 15–20% of a school’s students can be effectively served by the SAT (Tier 2) without compromising the school’s delivery infrastructure, resource allocation, and creating a disproportionate number of students in Tiers 2 and 3. Therefore, a high rate of SAT referrals and/or retention recommendations suggests that the school or district leadership needs to evaluate Tier 1 core program and practices (especially in math and literacy skills) to ensure that students are not failing due to systems and/or instructional inadequacies. **See page 43 for more details about Tier 2.**



Tier 3—Special Education/Gifted

In New Mexico, the definition of **Tier 3** is **special education and related services** for students with identified disabilities under the federal Individuals with Disabilities Education Act (IDEA) and the state criteria of gifted. Students formally referred to Tier 3 first receive (with written parental consent) a multidisciplinary evaluation to determine their need for services at this level. In making the





eligibility determination for Tier 3, the educational diagnostician who conducts the evaluation, and the qualified group of professionals and parent who then make the eligibility determination will take into account student-response data from interventions tried and documented from Tiers 1 and 2.



Students being served through Tier 3 demonstrate a need for intensive programming in the form of specially-designed instruction or an alternative curriculum. In Tier 3, the student’s Individualized Education Program (IEP) team is responsible for developing the written IEP, as well as determining the need for any related services and/or behavioral support. Parents are part of the IEP team. Special education teachers, related service providers, and regular education teachers implement the IEP.



The goal of Tier 3 services is for the student to be successfully involved in and make progress in the general education curriculum, achieve the goals in his or her IEP, and make satisfactory growth towards state-approved grade-level standards. **See page 86 for more details about Tier 3.**



Generally, only a small percentage of students at a school need this level of support. Current percentages for gifted education in New Mexico average 4.3% and current national percentages for students with disabilities average 13.5%. So, the State believes that 18% or less would be a suitable service target for Tier 3. This may vary somewhat if the school has a high population of gifted, or for instance, a charter school enrolls through its lottery process a high percentage of students with disabilities.



Under the IDEA, students with disabilities must receive their education to the maximum extent possible in the general education classroom. So, although students being served at Tier 3 through a written IEP receive the most intense interventions, they do so alongside peers in the general education classroom as much as possible as determined by the student’s IEP team.



It is important to remember that Rtl is not a student *placement* model, location, or label. **Do not** mistakenly say things such things as *We have six Rtl kids, We have Rtl classes, We are Rtl-ing her, or We are “doing” Rtl.*



Remember, Rtl is the organizational system by which schools design and deliver instruction, and allocate resources, creating an integrated service delivery approach.



How To Know if It's Working

An Rtl framework has many complex parts and procedures. Implementing it fully and with fidelity takes time—perhaps 3–5 years. So, it is important to maintain a long-term outlook. However, as schools look at their universal screening data for academics and behavior *within the school, across grades, within years, across years, across cohorts or subgroups, and/or across time for the individual student*, they should start to see patterns that reflect growth or decreased risk. Examples:



- fewer or the same numbers of students identified as disabled
- fewer students being referred for Tier 3 evaluation for a suspected disability
- a reduction in movement up from Tier 1 to 2
- an increase in movement down from Tier 2 to Tier 1
- an increase in the number of students being served only at Tier 1
- a decrease in dropouts and/or retentions; increased graduation rates
- improved subgroup proficiency and AYP scores
- fewer office discipline referrals and/or better attendance



Getting Started

Despite the Rtl framework being something that sounds logical and relatively straightforward, schools are often unsure how to put the elements *within each tier* into practice. Here are suggestions to help schools begin and achieve sustainability.



School Elements

- Ensure that administration, staff, and the community understand the state rule for utilizing the three-tier model of student intervention, are ready to move forward to build a local plan for within the tiers, and know that there is a long-term outlook of 2-3 years to get started.



- View the Rtl framework overview video *Meeting the Needs of all Students* at the Colorado Department of Education's website at this link: <http://www.cde.state.co.us/media/rti/rtivideo/rti.htm>. Even though Colorado's Rtl framework is slightly different from New Mexico's, this video is an excellent overview for educators and stakeholders.



- Implement a professional development plan to build capacity about the Rtl framework, differentiated instruction, interventions, data tools, and data analysis. Utilize the Rtl framework online training modules for staff and school leaders available at the IRIS Center at <http://iris.peabody.vanderbilt.edu>. Modules cover a wide variety of evidence-based topics, including behavior, Rtl, framework, learning strategies, and progress monitoring. The modules can



completed by individuals or in small professional learning groups. Check also for modules at www.rti4success.org, and other professional developments resources on the state’s Rtl website at www.ped.state.nm.us.



- Differentiated instruction in the regular education classroom should be a priority training topic for any school starting to implement their local plan of the Rtl framework.



- Add the state’s *Understanding the Response to Intervention (Rtl) Framework in New Mexico—A Quick Guide* to teacher resource packets and parent meeting materials.



<http://www.ped.state.nm.us/Rtl/dl09/Understanding%20Response%20to%20Int%20er.pdf>



- Establish a school Implementation Planning Team who will spearhead initial efforts described below to map resources, conduct self-studies and needs assessments, and then develop a local plan for the **top three** priority actions for the first year to move forward Rtl framework implementation practices within each tier and evaluate them. Ensure that individuals with expertise with data, assessment/evaluation, English-language learning, technology, and behavior/school psychology are on the team. Other team members might include a paraprofessional, and a parent or parent advisory committee member. A good practice is to ensure that one teacher from each grade level is on the Planning Team.



- Allow sufficient time to systematically develop a school plan for each tier and build the plan’s infrastructure prior to rolling out actual implementation. Administrators and staff need time to plan, organize, voice their ideas, and make sense of each step. Allow at least one semester of planning time for implementing each priority item.



- Conduct the *District, School, and Classroom Self-Assessments* (pages 151 to 159) as a baseline for implementing the Rtl framework. The use of these tools is optional—not mandated by the state.



- Conduct a *SAT Self-Assessment* (page 164) to determine SAT effectiveness and need for improvement. The use of this tool is optional—not mandated by the state.



- Utilize the *RTI—Blueprints for Success, School-Building Level* published by the National Association of State Directors of Special Education (NASDSE) as a



example to guide the step-by-step development of an implementation plan. <http://www.nasdse.org/Portals/0/SCHOOL.pdf>. *District-Level Blueprints* are also available at the same site.



- Map available resources and intervention strategies. See page 96 for a simple idea to assist in this inventory process.



- Establish other teams that the school determines will be needed to support various components of the Rtl framework. Examples are: SAT (**required by state rule, page 17**), data team, leadership team, goal teams, grade-level teams, positive behavioral support team/coaches, intervention team, universal screening team, and instructional council. Determine if the teams will meet weekly, monthly, or quarterly and how they will align and collaborate with other school teams.



- **The SAT is a critical element of the Rtl framework**, as it will serve as the problem-solving team to assist teachers in putting together and monitoring targeted, individualized student intervention plans. Recruiting and training the school's SAT should be a primary objective for any school in the beginning stages of implement the Rtl framework.



- **Important:** Designate and train someone in the building as a data expert—someone who can organize, interpret, and present data, as well as coach others in this process.



- Provide parents and community stakeholders with basic information about the Rtl framework and the associated components of addressing student behavior, the Student Assistance Team (SAT), and Section 504. (See the *Fact Sheets* on pages 145 to 149.)



- Implement the local plan for within the tiers—start with small sustainable steps, implement with fidelity, evaluate, and build upon success. Implement what you know will last.



- Keeping in mind that the Rtl framework is a system of overall school improvement, embed the strategies from the school's Rtl framework local implementation plan into the school's Educational Plan for Student Success (EPSS).





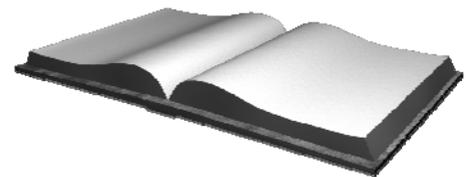
Leadership and Professional Development Elements

- Hire teachers and service providers who embrace the principles of an Rtl framework and who have skills that complement it.
- Ensure sustained focus on professional development since staff will need an array of skills to implement components in each tier, especially in regards to differentiated instruction, progress monitoring, and data analysis—the centerpieces of an Rtl framework.
- Be willing to stay the course for several years, evaluating and making improvements along the way. Remember, change needs time to evolve, but planning is the key to success.



Using this Manual

This manual serves as the Public Education Department’s official guidance document for implementing the Rtl framework in New Mexico’s schools K–12. State rule at Subsection D of 6.29.1.9 NMAC provides that schools utilize this guidance.



This document sets forth the language, the procedures and the tools for districts and charter schools to use in order to build technically sound systems for effective implementation of the state’s Rtl framework. It also lays the foundation as schools design their local implementation plan within each tier and identify resources to put their plan into service. **This manual is also aligned with the New Mexico School Improvement Framework and rubrics.**



In various spots in the manual, you will see this **Checkpoint** icon. This indicates a key concept or summary of the section preceding it. Checkpoint pages make great handouts for training and orientation meetings.

There is countless information available about the different elements within an Rtl framework and it is beyond the scope of this manual to cover it all comprehensively. Therefore, schools will also need to take regular advantage of information, tools, and, resources on the state’s Rtl website at www.ped.state.nm.us, as well as the resources mentioned throughout this manual—many of which are free!



Key Elements of an Rtl Framework

Rtl frameworks are not mandated by federal law, so they vary from state to state. However, all of them share certain key elements to increase learning for all students.



- ✓ **A Tiered Model**—A multi-level organizational framework for the delivery of instruction and behavioral supports within a school system. Each state defines what kind of tiered model serves as its Rtl framework.



- ✓ **Universal Screening**—A comprehensive process conducted for **all** students to assess health/wellness and specific skills, and to identify those at-risk academically and/or behaviorally. Student proficiency with academics is assessed through **short-cycle assessments** 3 to 4 times a year at regular intervals to 1) determine if the instruction and/or intervention are producing desired growth towards grade-level standards, and 2) to inform instruction and parents.



- ✓ **Research-based Curricula and Methodologies**—Explicit instruction and effective and culturally responsive materials are used with fidelity in the regular classroom to support all learners.



- ✓ **A Continuum of Intervention**—Research-based interventions prescribed by appropriately-licensed teachers are designed to change, or become more intense, as students fail to respond. Interventions that are more prescriptive are provided to at-risk students, as well as to those who exceed expectations.



- ✓ **Progress Monitoring**— The process of conducting assessments between universal screenings on students who are receiving targeted and intensive interventions to determine whether the student is benefiting from interventions. Progress monitoring data serves an important function in applying decision rules from Tier 2 to Tier 3.



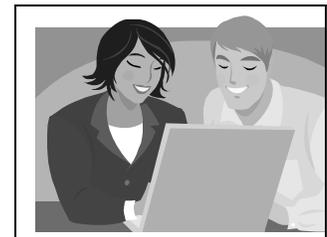
- ✓ **Data-driven Instruction**—Using results of progress monitoring (data) to adjust instruction and/or behavioral supports



- ✓ **Decision Rules**—a systematic way to adjust services from Tier 1 to Tier 2, and Tier 2 to Tier 3, or reverse course driven by student response



- ✓ **Teaming**— Working under an Rtl framework requires buy-in, communication and cooperation among regular education teachers, special education staff, bilingual teachers, specialists, administrators, and supplemental programs such as Title I. Schools may establish grade-level teams, building-level teams (such as the SAT), data teams, or others who use a problem-solving approach to implement the three-tier model with fidelity. Teams need to receive ongoing high-quality professional development.





Regulatory Support and Research

As district and charter schools in New Mexico develop their local plan to implement the three-tier model of student intervention within each tier, they must first be aware of certain regulatory requirements. This section describes the laws and rules that are chiefly relevant to the overall Rtl framework in New Mexico, as well as to each tier. It is also helpful to know about research that supports using an Rtl framework, so selected studies are summarized in this section.



Relevant State and Federal Mandates



The Rtl Framework



The No Child Left Behind Act (NCLB) of 2001 and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 both direct schools to focus on early intervention for struggling students, as well as hold schools accountable for student progress towards meeting state grade-level standards. In the face of increasing pressure to meet proficiency standards set by NCLB, the federal government strongly encourages and supports that states implement an Rtl framework because research has shown that using such an organizational and instructional approach holds promise for improving student achievement. **The federal government has allowed states to develop their own state-defined characteristics for an Rtl framework. Thus, most of the regulatory mandates about elements of the Rtl framework extend not from a federal mandate, but from certain state statutes and rules.**



Student Intervention System (New Mexico’s Rtl Framework): Subsection D of 6.29.1.9 NMAC: As cited below, this **state rule** sets forth that the public agency shall follow a **three-tier model of student intervention** as a proactive system for early intervention for students who demonstrate a need for educational support for **learning or behavior**.



(1) In Tier 1, the public agency must ensure that adequate universal screening in the areas of general health and well-being, language proficiency status, and academic levels of proficiency has been completed for each student enrolled. If universal screening, a referral from a parent, a school staff member, or other information available to a public agency suggests that a particular student needs educational support for learning, then the student shall be referred to the student assistance team (SAT) for consideration of interventions at the Tier 2 level.



(2) In Tier 2, a properly constituted SAT at each school, which includes the student’s parents and student, as appropriate, must conduct the child study process and consider, implement and document the effectiveness of appropriate research-



based interventions utilizing curriculum-based measures. In addition, the SAT must address culture and acculturation, socioeconomic status, possible lack of appropriate instruction in reading or math, teaching and learning styles in order to rule out other possible causes of the student’s educational difficulties. When it is determined that a student has an obvious disability or a serious and urgent problem, the SAT shall address the student’s needs promptly on an individualized basis, which may include a referral for a multidisciplinary evaluation to determine possible eligibility for special education and related services consistent with the requirements of 34 CFR Sec. 300.300.



(3) In **Tier 3**, a student has been identified as a student with a disability and deemed eligible for special education and related services (or gifted under state rule), and an IEP is developed by a properly-constituted IEP team pursuant to 34 CFR Sec. 300.321.



(4) The *Student Assistance Team and the Three-Tier Model of Student Intervention* shall be the guiding document for districts/schools to use in the implementation of student intervention.



Assessment and Accountability: Subsections D (1) and (3) of 22-1-1.2 NMSA 1978. This **state statute** provide that students who do not meet or exceed expectations will be given individual attention and assistance through extended learning programs and individualized tutoring... [and that] public schools [must] make adequate yearly progress (AYP) toward educational excellence.



Additional Laws and Rules Specific to Each Tier



 **Tier 1—Universal Screening, Core Curriculum, Universal Interventions**



Screening: 34 CFR Sec. 300.302. The **federal** IDEA provides that screening by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is **not** an evaluation for special education eligibility and, thus, **does not** require written parental consent.



Observation: 34 CFR Sec. 300.310. The **federal** IDEA permits observations of students conducted as part of routine classroom instruction and monitoring of the student’ performance **before** he or she is referred for an evaluation. Parental consent is not required. (Observations a part of formal multidisciplinary evaluation process to consider special education services **do require** written consent.)





Child Find: Subsection A of 6.31.2.10 NMAC. *Child Find* is the term used to describe the affirmative, ongoing obligation under the IDEA, Section 504, and state rules that local districts and charter schools have to identify, locate, and evaluate all children with disabilities residing within the jurisdiction who either have or are suspected of having disabilities and need special education as a result of those disabilities. This includes children with disabilities attending private schools or facilities such as residential treatment centers, day treatment centers, hospitals, mental health institutions, detention and correctional facilities, children who are schooled at home, highly mobile children and children who are advancing from grade to grade, regardless of the severity of their disability.



Notes:

- Universal screenings and interventions at Tier 1 serve as the initial step for Child Find activities.
- Refer to the district’s Child Find Office a preschool student or a student within the district’s jurisdiction who is not currently enrolled but is suspected of having a disability.
- In New Mexico, Child Find activities apply to students who are suspected of being gifted.



Courses of instruction, Subject areas: Subsection B of 22-13-1 NMSA 1978 and Subsection B (3) 6.29.1.11 NMAC This **state statute and rules** requires that all students in kindergarten and first grade shall be **screened and monitored** for progress in reading and language arts skills and students in second grade shall take diagnostic tests on reading and language arts skills.



School Wellness and Bullying Prevention Policies 6.12.6 and 6.12.7 NMAC

This **state rule** requires each school to have a written policy addressing school health: health education, physical education and activity, nutrition, social and emotional well-being, healthy and safe environment, health services, staff wellness, family, school and community involvement, and bullying prevention.



Vision Screening: 22-13-30 NMSA 1978.

This **state statute** specifies that a school nurse or the nurse’s designee, a primary health care provider or a lay eye screener shall administer a vision screening test for students enrolled in the school in **pre-kindergarten, kindergarten, first grade and third grade** and for transfer and new students in those grades, unless a parent affirmatively prohibits the visual screening.





Tier 2 –The Student Assistance Team (SAT) Process/Section 504

Coordinated Early Intervening Services (CEIS) and Funds: 34 CFR Sec. 300.226 (a) and (b). This section of the **federal IDEA** allows a district or charter school to use **up to 15% of federal special education funds**, minus any maintenance of effort reductions, in combination with other funds, to develop and implement coordinated early intervening services. This may include financing structures, for kindergarten through grade 12 students (with particular emphasis on students K–3) who are not currently identified as needing special education or related services, but need additional academic and behavioral support to succeed in a general education environment. Early intervening services activities may include:

- Professional development on scientifically-based academic and behavioral interventions including instruction on the use of adaptive and instructional software; and
- Educational and behavioral evaluations, services, and supports.

Federal interpretation of this regulation provides the following guidance about the use of CEIS funds under the IDEA:

Tier 1: (high quality, research-based instruction in their general education setting) It **would not be appropriate** to use CEIS funds for these activities for **all students** or for school-wide/universal interventions—**only for specific small groups** or individuals identified as needing additional academic and behavioral support to succeed in a general education environment. Under New Mexico’s RtI framework, there may be groups of lower achieving students in Tier 1 that need specialized group interventions prior to being identified as needing Tier 2.

Tier 2: (targeted intervention instruction of students determined to be at greater risk for academic and behavioral problems) It **would be appropriate** to use CEIS funds to support these activities.

Tier 3: (specialized individualized instructional/behavioral support for students with disabilities or gifted in New Mexico) CEIS funds **could not be used** if these students were currently receiving special education or related services.

(See complete federal guidance at

http://www.rti4success.org/edgov2/funding_presentation2.htm)



Early Intervening Services: Subsection D of 6.31.2.9 NMAC. This **state rule** stipulates that prior to the implementation or use of the 15% federal set-aside funds for early intervening services, the district or charter school must have on record with the Department an approved plan for use of these funds and how such activities will be coordinated with regional education cooperatives, if appropriate. It further provides that the plan for use of set-aside funds shall be submitted as an addendum to the district’s or charter school’s annual application for Part B funding.



If the local agency determines to implement a set-aside plan after the initial application, a request for implementation of a set-aside plan must be submitted for approval 60 days before the implementation of the plan.



Note: For more federal guidance for allowable use of Title I, Title III, and CEIS federal funds for early intervening services under an Rtl framework, please go to http://www.rti4success.org/edgov2/funding_presentation2.htm
For information about use of AAARA funds, see <http://www.rti4success.org/images/stories/arra/idea-b-reform.pdf>



Assessment and Accountability Act: Section 22-2C-6 NMSA 1978 (Amended by House Bill 34 effective July 1, 2007). This **state statute** is for grades 1–8 and addresses promotion and retention procedures. It describes the responsibilities of districts and charter schools to develop local remediation and academic improvement programs and provide them to individual students who fail to make **academic proficiency** (defined as mastery of state content and performance standards for that grade level and as being measured by grades, performance on school district assessments, and other measures identified by the school district—**not to be confused with term AYP**).



For students in grades one through seven who fail to attain academic proficiency after a teacher-developed remediation plan is implemented, the SAT develops an academic improvement plan (AIP), including time lines and monitoring methods designed to ensure progress toward overcoming academic deficiencies. At the end of grade eight, the SAT must develop an AIP for students lacking academic proficiency that delineates the specific deficiencies and prescribes specific remediation designed to enable the student to succeed in high school.



In addition to remediation, the SAT is responsible for following promotion and retention statutes and recommending placement in an alternative program for those students who fail to make academic proficiency, as defined in this statute for two





successive years. (See page 79 for more information about the SAT and specific procedures and easy-to-understand flowcharts for this state statute.)



Section 504: The Rehabilitation Act of 1973. This is a **federal civil rights law** that protects the rights of individuals with disabilities. A student is eligible to receive accommodations if he or she has or has had a physical or mental impairment that *significantly restricts* a major life activity and that impacts his or her educational program.



In schools, plans for accommodations and/or services are developed at Tier 2 (called a *Section 504 Accommodation Plan*). **In New Mexico, the SAT also wears the hat of the Section 504 team and develops the plan.** Funding comes from the general education budget as Section 504 is not federally funded, yet required if a public education agency accepts any P



federal education funds. It is important to remember that students with disabilities receive either a Section 504 Plan or an IEP— **not both**. The SAT/504 Team identifies accommodations for students with disabilities who **do not qualify** as eligible for special education under the IDEA (Tier 2). An IEP team develops the education plan for a student with a disability who **qualifies** for special education under the IDEA and/or state rule for gifted (Tier 3).



Assessment Accommodations for English Language Learners (ELLs): Subsection L (2) (a) (iii) of 6.29.1.9 NMAC. This **state rule** provides that schools *may chose* to use its SAT as a team whose purpose is to determine allowable test accommodations for the individual ELL student. *If* the SAT is used for this function, then the team **must** include at least three school staff who are familiar with the student’s abilities and language needs, standardized test procedures, and valid ELL test accommodations—otherwise another school-based team with this expertise is created for this purpose. Parents and the student are included on this team as appropriate.



Tier 3—Special Education/Gifted



Individuals with Disabilities Education Act (IDEA): The IDEA is the **federal law** that provides funding to states in their efforts to ensure a free appropriate public education (FAPE) for eligible students with disabilities. To be eligible for special education (Tier 3), a student must have one or more of the 13 disabilities defined within the IDEA, and the disability must impact his or her ability to learn in the general education curriculum and/or environment. Under the IDEA, qualifying





disabilities include autism, deafness, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, emotional disturbance, specific learning disability, traumatic brain injury, visual impairment including blindness, speech or language impairment, or developmentally delayed. Eligible students must have an Individualized Education Program (IEP).



Regulations of note that speak to elements of the state RtI framework are as follows:



- 34 CFR Sec. 300.320 (a) (3) (ii)—the IEP must contain a statement of when progress will be reported to parents (*i.e., progress monitoring*)
- 34 CFR Sec. 300.324 (a) (2) (i) and 34 CFR Sec. 300.320 (a) (2) (i) (A)-(B)—in the case of a student whose behavior impedes his or her learning or that of others, the IEP team must consider the use of positive behavioral interventions and supports to address the behavior and include that in the statement of goals in the IEP.
- 34 CFR Sec. 300.324 (b) (1) (i)—the IEP is reviewed and revised to address any lack of expected progress towards IEP goals and in the general curriculum (*i.e., progress monitoring*)



State Special Education Rules: 6.31.2 NMAC. This **state rule** sets forth the provision of special education in New Mexico. New Mexico State Rules add **gifted** to the list of exceptionalities that qualify as eligible to receive special education and related services under an IEP.



Behavioral Management and Discipline: Subsection F (1) of 6.31.2.11 NMAC.



This **state rule** sets forth that the IEP team for a student with an IEP whose behavior impedes his or her learning or that of others shall consider, if appropriate, strategies to address that behavior, including the development of behavioral goals and objectives and the use of positive behavioral interventions, strategies, and supports to be used in pursuit of those goals and objectives. Moreover, the rule provides that district and charter schools are strongly encouraged to conduct Functional Behavioral Assessments (FBAs) and integrate Behavioral Intervention Plans (BIPs) into the IEPs for students who exhibit problem behaviors **well before** the behaviors result in proposed disciplinary actions for which FBAs and BIPs are required under the federal regulations.





Federal Regulation and State Rule Relevant to SLD Determinations

IDEA 2004 requires careful attention to how special education evaluations are conducted. The statute places emphasis on linking student assessment to student instruction through the use of an RtI framework. It is important to remember that RtI, as an instructional delivery model, generates documentation that is required of all evaluations for special education services under every disability category. It is also important to remember that the dual discrepancy model for specific learning disabilities (SLD) is built specifically upon student achievement data generated through progress monitoring and provides **one** component of evaluations for evaluation purposes, but *only* one component. The following mandates pertain to the unique aspect of referrals, evaluations, and eligibility determinations for students as SLD.

Determining the Existence of a Specific Learning Disability (SLD): 34 CFR Sections 300.307 (a) (3) and 300.309(c). These sections of the IDEA **federal law** recognize the growing body of evidence that supports methods, such as an RtI framework, that more accurately distinguish between students who truly have a SLD from those whose learning difficulties could be resolved with more specific, researched-based, general education interventions. It provides that if a student who is suspected of having a specific learning disability has not made adequate progress after an appropriate timeframe, a referral for an evaluation must be made, and the initial evaluation must be conducted within 60 calendar days of receiving written, parental consent for an evaluation. It also provides that states must permit an evaluation process that is based on the student's response to research-based interventions as part of the comprehensive evaluation and information reviewed to determine if a student meets criteria for SLD. Federal interpretations of the law recognize that schools using an RtI framework have already collected data on the student's achievement and/or behavior (including observation data) through Tier 1 and 2 interventions, and suggest that it may not generally require as long a time to complete an evaluation. (Federal Register, Vol. 71, No. 156, Monday, August 26, 2006, page 46658.)



SLD Evaluations: 34 CFR Sec. 300.311 (a) (5). This section of the **federal IDEA** states that an SLD evaluation determines whether the student does not achieve adequately for her or his age or to meet state-approved grade-level standards, and that the evaluation determines whether;



1. The student does not make sufficient progress to meet age or state-approved grade-level standards; or
2. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards or intellectual development that is determined by the evaluation group to be relevant to the identification of SLD using appropriate assessments consistent with evaluation procedures.



Specific Documentation of SLD Eligibility: 34 CFR Section 300.311(a) (3) and (7) (i)–(ii). This section of the **federal IDEA** requires that when using an Rtl framework process, eligibility documentation must state behavior observed during the evaluation and the relationship of that behavior to the student’s academic functioning, as well as the instructional strategies used and the **student-centered data that was collected prior to the evaluation**. Moreover, it requires that the documentation must affirm that parents were notified of the collection of student performance data, as well as the services and strategies used to increase the student’s learning rate.



Criteria for Identifying Students with Perceived Learning Disabilities: Subsection C of 6.31.2.10 NMAC. In an effort to make decisions that are founded in current research, provide early intervention services, increase the capacity of general education to meet student needs, and limit the number of inappropriate referrals for special education services, the PED enacted a **state rule** that requires the use of the dual discrepancy model (see definition on page 125) for making SLD determinations. The rule provides a basis for the analysis of data generated by the intervention and progress monitoring process in Tiers 1 and 2 for SLD identification purposes. To that end, the rule provides that all public schools in New Mexico must use the dual discrepancy identification model for students as **SLD in grades K–3 by July 1, 2009**.



This model along with other criteria for evaluating students as SLD is consistent with IDEA requirements are established in the *NMTEAM* document available at the following link:



http://www.ped.state.nm.us/seo/technical_assistance/NMTeamManual62907.pdf .



Schools will continue to have the option of using either the severe discrepancy model or the dual discrepancy model for students in grades 4–12, though it is expected that the state will require the dual discrepancy model in grades 4–6 in the coming years. **See page 134 for the research-based rationale for this change.**



Selected Research Validating the Use of a Response to Intervention Framework



A growing body of research and field studies support that the early identification and intervention elements of an Rtl framework raise achievement in all students. A sample of those studies is summarized below.





Response to Intervention in General



- Due to the increased focus on accountability and assessment mandated by the No Child Left Behind Act, researchers Ernst, Miller, Robinson, and Tilly (2005) note how critical it is that appropriate evaluative measures and intervention practices be in place for students who are not performing at the expected standard.
- According to Burns, Appleton, and Stehouwer (2005), well-implemented Rtl frameworks that identify problems early and promote intervention have reduced the number of students eligible for special education and have helped raise the achievement level for all students in a school.
- A field study in the St. Croix River District in Minnesota by Bollman, Silbergliitt, and Gibbons (2007) focused on the impact that using an Rtl framework had on regular and special education students over a number of years. From 1995–1996 to 2005–2006, special education identification rates for that district decreased from 4.5% to 2.5%. The overall percentage of students reaching the grade-level standard increased from 51% in 1999 to 80% in 2005.
- Underscoring the need for early intervention, Adams (1990) and Catts (1997) found that 80% of preschool age or kindergarten children with language disorders later display some degree of reading difficulty in the early elementary grades.





- Numerous reading research studies by the National Institute of Child Health and Human Development (NICHD, 2000) and Lyon and others (2001) support that at-risk students served by prevention programs using high-quality, effective instruction and interventions can lead to a reduction in the number of students with reading problems by 70% or more.



Special Education/Learning Disabilities

- Researchers Marston, Muyskens, Lau, & Canter (2003) report a positive finding on the use of an Rtl framework in Minneapolis Public Schools. Their four-year field study showed a reduction in the number of African-American students referred for special education and a decrease in the number of students placed in special education.
- Research substantiates why using a severe discrepancy model alone to make an SLD determination cannot differentiate students with disabilities from students with general low achievement. “The IQ-discrepancy criterion is potentially harmful to students as it results in delaying intervention until the student’s achievement is sufficiently low that the discrepancy is achieved. For most students, identification of having a specific learning disability (SLD) occurs at an age when the academic problems are difficult to remediate with the most intense remediation efforts” (Torgesen and others, 2001). Also Donovan and Cross (2002) report that “... the *wait to fail* model does not lead to closing the achievement gap for most students placed in special education. Many students placed in special education as SLD show minimal gains in achievement and few actually leave special education.”

References

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Lyon, G., Fletcher, J., Shaywitz S., Shaywitz, B., Torgeson, J., Wood, F., Schulte, A., and Olson, R. (2001) "Rethinking learning disabilities." In C.E. Finn Jr., A.J. Rotherham, and C.R. Hokanson Jr. (Eds.) *Rethinking Special Education for a New Century* (pp 259-287). Washington, DC: Thomas B. Fordham Foundation



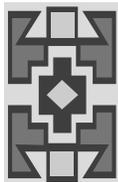
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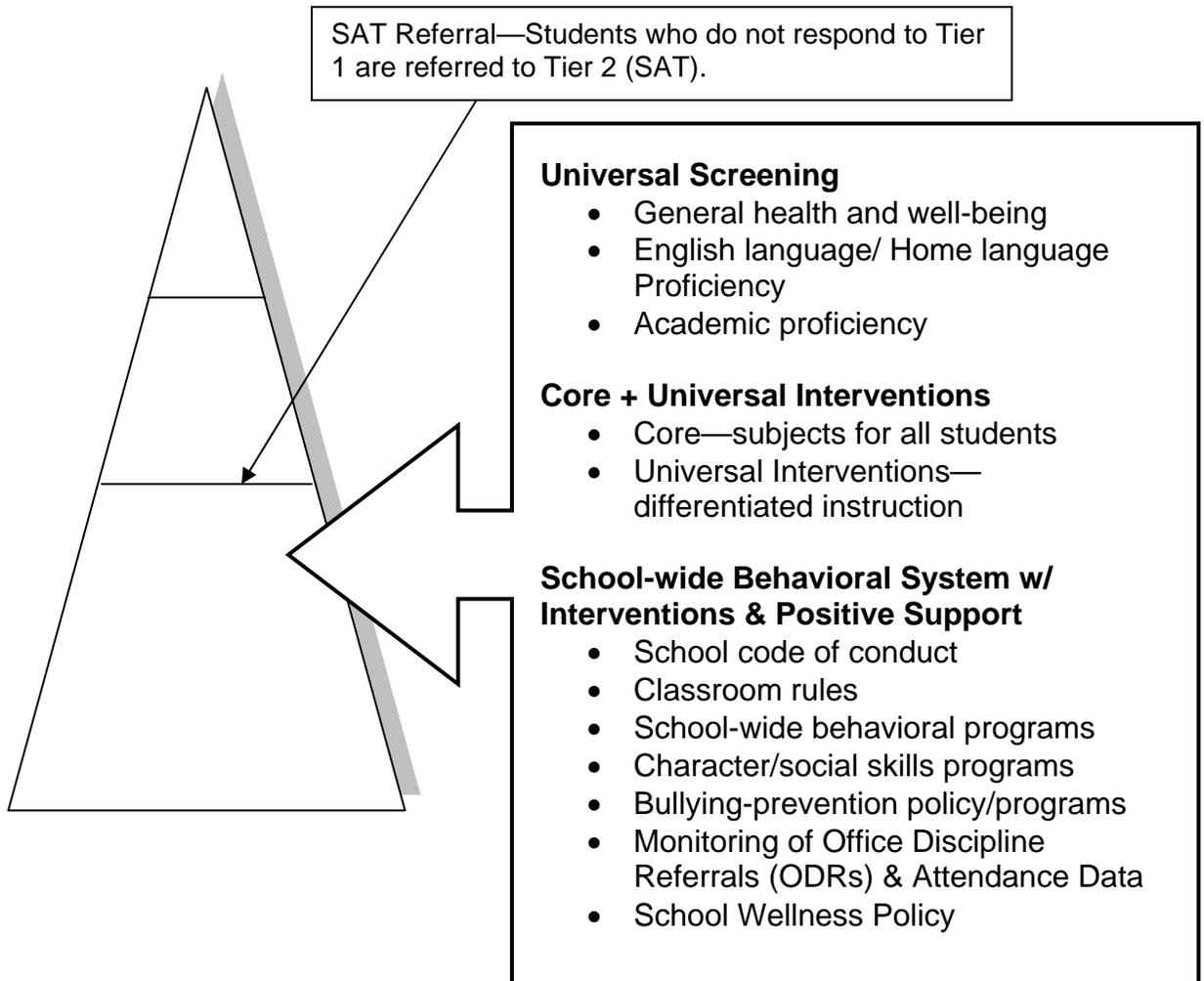


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Tier 1: Universal Screening, Appropriate Core Instruction, and Universal Interventions



The focus of **Tier 1** is universal screening, appropriate delivery of the core curriculum, universal interventions to the core, and school-wide behavioral intervention and positive supports. Tier 1 begins with **all** students screened for the following:

- academics
- vision
- hearing
- language proficiency (L₁ and L₂)
- general health
- social and behavioral health
- socioeconomic status





In Tier 1, **all** students are bound by the standard code of conduct and receive the core curriculum and social skills training in the regular education classroom based on district and state standards using such things as

- culturally and linguistically responsive instruction;
- dual language instruction, as appropriate;
- differentiated instruction;
- research-based strategies and programs; and,
- high-yield instructional strategies.



Teachers use direct, explicit instruction and proactive group interventions to the core through **differentiated instruction**, as necessary, to meet individual student needs and performance.

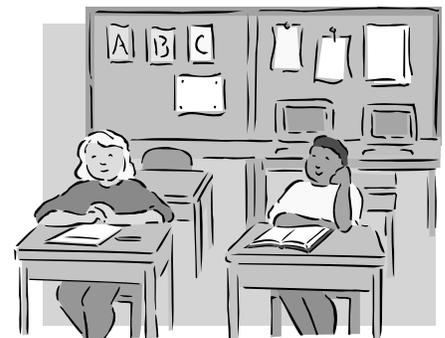


 **Checkpoint . . .**

When less than 80% of students at a school lack mastery of the core program, the key tenet is that the curriculum and/or instruction are adjusted. The school must examine data to see if the proficiency problem is school-wide, grade, or classroom specific. Therefore, struggling students or students needing more complex material first receive assistance in Tier 1 through **universal interventions** generally associated with **or differentiated instruction within the classroom**—remedial strategies, smaller group instruction, flexible grouping, tiered assignments, curriculum compacting, cross-age grouping, independent study, learning contracts, classroom management strategies, and/or more instructional time when needed—as determined necessary by the classroom teacher, grade-level teams, or school leadership. Parents are involved through awareness materials provided by the school, parent-teacher conferences, and progress reports.



A student whose performance data demonstrates a lack of response to core programs with universal interventions **as compared to peers** after a reasonable time may be referred to Tier 2—the school’s Student Assistance Team (SAT)—for a more individualized study of what is causing him or her to struggle academically or behaviorally. Students who are exceeding grade-level expectations may also be referred to the SAT for consideration of an enrichment program.





Tier 1—the Foundation of the Framework

Tier 1 instruction is the foundation of the Rtl framework. What does it look like?



- ✓ It is predicated on **appropriate, research-based core instruction** that is **aligned with state and district standards**.
- ✓ Instruction is **explicit**. That is, instruction involves a high level of conspicuous teacher-student interaction with modeling, scaffolding, and multiple examples, as well as multiple opportunities for students to participate and respond, practice the skill (distributed practice), think aloud, and receive corrective feedback.
- ✓ It features opportunities for **differentiated core instruction** for all students where teachers provide classroom interventions, as they determine necessary, that consist of varied strategies such as flexible grouping, small homogenous group instruction, team teaching, extended instructional time, and tiered instruction and assignments to meet diverse student needs, and maximize the odds for student success.
- ✓ Effective **classroom management and behavioral systems** are in place to facilitate effective teaching and learning. Schools collect office discipline referral and attendance data to monitor aspects of its behavioral system. See **Addressing Student Behavior** on page 106.
- ✓ **Universal screening data** is collected at regular intervals to inform adjustments to instruction and to predict achievement on state-wide assessments. Teachers, grade-level teams, and schools collect **progress monitoring** data to examine rates of progress between short-cycle assessments, as the school determines necessary.
- ✓ Teaching is **collaborative**. Grade-level or school teams and specialists work and problem solve together, as needed.
- ✓ Productive and ongoing **parental involvement** is essential to student success.

Many schools already implement Tier 1 strategies and have included them in their Educational Plan for Student Success (EPSS)—the required strategic plan in New Mexico for continuous school improvement. Nevertheless, some perceived roadblocks to Tier 1 are that the Rtl framework at Tier 1 is something new, an “add-on” program, or too time-consuming. **However, it is important to remember that Tier 1 represents high-quality teaching using best educational practices, not something brand new.**

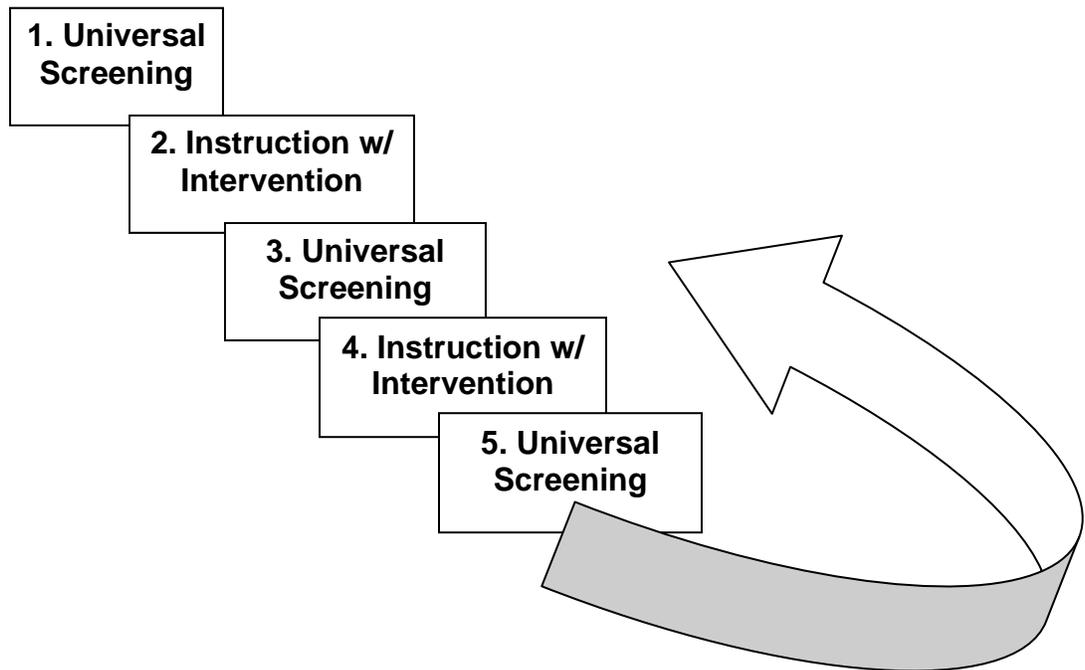


In fact, the Tier 1 approach (outlined below) aligns with steps districts must take to comply with New Mexico’s School Improvement Framework.

The Tier 1 Approach—It’s all About Data and Differentiated Instruction



Implementing an Rtl framework at Tier 1 requires a standardized approach to general education assessment and instruction. The steps in this suggested protocol show a cycle by which universal screening and differentiated instruction are implemented, and then repeated throughout the school year.



1. **Universal Screening.** Use universal screening during the first month of school to identify which students are at high risk academically and/or behaviorally. An array of methods and instruments are used as decided by the district or school, including the results of the prior year’s standards-based assessments, language proficiency assessments, classroom-based assessments, brief diagnostic screening tools, grades, student discipline records, parent reports, and observations. See the **Tier 1: Universal Screening #1** flowchart on page 41 for beginning-of-the-year procedures. See also **Universal Screening and Progress Monitoring** starting on page 111.
2. **Instruction with Intervention.** Implement 60–90 minutes daily (depending on school/class schedule) of research-based, culturally responsive core instruction



in both reading/language arts and math according to the publisher’s teacher guide. Instruction is in compliance with state statutes and standards for length of school day and programs of study for applicable grade levels. **Classroom instruction is differentiated** for groups of students, as determined necessary by the classroom teacher, based on universal screening or classroom assessment results. For example, the teacher makes strategic instructional decisions to meet the needs of diverse learners by creating some (not all) lesson plans that feature activities with a variety of modalities, and differentiated assignments for students who need to work at a higher or lower level (tiered lessons). For other lessons, teachers might occasionally give students two or more options for exploring an idea, or allow student products that provide different ways for students to show what they have learned (tiered assignments). Some schools may also wish to offer extra class time over core class time to specific groups of students. See **About Interventions** on starting on page 111.

3. **Universal Screening.** Starting at about eight weeks of school, collect short-cycle assessment data for all students’ performance in academic content areas. Grade-level or other teams meet to analyze the data and discuss how interventions were implemented to identify a subset of students who may need additional support at the classroom level. Data regarding behavior is also systematically collected and analyzed. This is where the school’s **decision rules** come into play. See “Cut Scores” on the following page and **Universal Screening and Progress Monitoring** starting on page 111.
4. **Instruction with Intervention.** Adjust instructional or environmental elements at the classroom or grade level to **differentiate for groups of students as demonstrated by data.** See **About Interventions** starting on page 96. Teachers or grade-level teams may also wish to use classroom assessments or Curriculum-Based Measures (CBMs) to progress monitor student growth between short-cycle assessments. Progress monitoring at Tier 1 between short-cycle assessments is a local decision. See **Universal Screening and Progress Monitoring** starting on page 111.
5. **Universal Screening.** Another round of short-cycle assessment data for all students’ academic performance and behavior is collected and analyzed again. At this point, teachers and grade-level teams may wish to consider which students in the lowest of the 20th to 25th percentile are not showing reasonable growth rate in comparison to peers and thus warrant a referral to Tier 2 **as long as there is no issue in regards to the quality of the core program and the fidelity in how it was delivered.** See “About Cut Scores” on the next page.



Then the cycle repeats again starting with Step 4. Universal screening occurs one to two more times during the school year depending upon the district’s or charter school’s short-cycle assessment schedule. The cycle usually ends for the school year with administration of the New Mexico Standards-Based Assessment.



The Tier 1 approach is designed to be proactive and preventative, and to provide an intervention and/or resolve classroom inadequacies at the earliest point possible when academic or behavioral difficulties first arise. **In short, it is about high quality teaching using differentiated instruction, as determined necessary.**



A good resource for research-based instructional practices for Tier 1 can be found at IES What Works ClearingHouse.

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>



The **Practice Guides** at this link provide practical recommendations for educators to help them address the everyday challenges they face in their classrooms and schools. Developed by a panel of nationally recognized experts, practice guides consist of actionable recommendations, strategies for overcoming potential roadblocks, and an indication of the strength of evidence supporting each recommendation. Titles include:



- *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*
- *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*
- *Reducing Behavior Problems in the Elementary School Classroom*
- *Dropout Prevention*
- *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*
- *Turning Around Chronically Low-Performing Schools*
- *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*
- *Encouraging Girls in Math and Science*
- *Organizing Instruction and Study to Improve Student Learning*



About “Cut” Scores

A **cut score** is generally defined as a minimum level of performance to demonstrate that a skill or behavior meets a specific standard and it is usually expressed as a percentile or scaled score (sometimes it may be expressed as a performance level such as *proficient, basic, and below basic*). There is no hard-and-fast rule about which percentile is the best cut score to indicate risk. However, most commercially produced assessments will provide charts with predetermined cut scores on which school teams or teachers can base their





instructional decisions. Typical cut scores using percentiles for identifying students at risk range from the 20th–25th percentile. So, students scoring in the lowest 20th–25th percentile of an overall assessment or an assessment subtest may be candidates for a universal intervention—one that is applied to that group, **typically in the form of a differentiated instruction strategy.**



For example, a portion of a chart from a short-cycle assessment for grade 1 reading that uses a 20th percentile cut score to determine how many correct responses indicate the beginning level might look like the chart on the next page.



Test	Skill	# Possible	Number Correct		
			Beginning	Progressing	Proficient
1	Initial Consonants	24	0–4	5–20	21–24
2	Consonant Blends	12	0–8	9–10	11–12



In this way, a teacher can see that students who scored in the *beginning range* (the 20th percentile) may need differentiated instruction, reteaching, and/or more practice on these skills. The teacher may also consider a SAT referral for an individual student who consistently scores in the lowest of the beginning range, but only *after* universal interventions are tried and the rate of growth is not sufficient **as compared to peers**. In some cases, the school district or school teams might determine a cut score somewhat lower than 20th–25th percentile on short-cycle assessments is one that indicates the need for different types of universal interventions. This is a local level decision as schools inventory available resources, assess their student needs, and match them to appropriate interventions.



Another reason why it is important to look at the number of students in the 20th–25th percentile of a grade or class is so schools can examine the overall effectiveness of instruction and/or the behavioral system. **A large number of students performing at this level or with declining scores overall suggests that the core program, classroom practices, and/or behavioral systems need to be evaluated** and improved, as needed. That is because a fundamental tenet of the Rtl framework is not to look “within” an individual student until you can document that the core curriculum and instruction are sufficiently sound for the vast majority of the students. In other words, student challenges must be assumed to be environmental and external, before potential internal challenges are evaluated.





Working with Parents as Partners at Tier 1

Sometimes a behavioral or academic concern is raised that may not have come about from the general screening process, but becomes clear as the classroom teacher analyzes data about how the student has responded to universal interventions provided with the core curriculum. Before the teacher makes a referral to the SAT, the teacher needs to contact the parents to share concerns and get the parents' perception of the situation. Working together, the parents and the teacher (and the student, as appropriate) will look over available data and might agree to first having the student participate in a more intense level of universal interventions available at the classroom or grade level, as well as coupled with family support that might be possible. In making this decision, the parent and the teacher should take into account the student's age and skill in relation to peers, personal history, and rate of growth.



For grades 1 to 8, if there is a concern that a student might warrant retention, the teacher must follow specific procedures under state statues for Retention and Promotion. (See page 79). Of course, if a student has an obvious disability, or a serious and urgent problem, the teacher and parent should work together to refer the student to the SAT immediately to request a multidisciplinary evaluation.



Note: If a parent refuses the school's offer for Tier 1 universal interventions, the parent should notify that school in writing, and the school should maintain that notification in the student's cumulative file.



Tier 1 Implementation Considerations for Title I

Title I services and staff contribute to a well-integrated RtI framework.

- Title I teachers and staff conduct Title I screenings as part of the universal screening process.
- Title I teachers work on school-based teams to develop school improvement goals and universal intervention strategies, review data, and make instructional adjustments as necessary.
- Title I teachers implement classroom interventions during the time they spend with students.
- Take care to ensure that Title I students in targeted-assistance schools get additional services instead of replacement services.





Tier 1 Notes about English Language Learners (ELLs)

- The basic Tier 1 approach is applicable to all learners, including students identified as ELLs.
- ELL students in bilingual and Title III programs must receive culturally and linguistically appropriate programs, instruction, and assessment, in accordance with the *Technical Assistance Manual for Implementing Bilingual Education and Title III Programs*. New Mexico Public Education Department. Go to www.ped.state.nm.us. Click on “Bilingual and Multicultural Education” in the A-Z Directory. Others must receive support in ESL programs.
- All ELL students need culturally and linguistically appropriate programs, instruction and assessment in order for them to become proficient in academic English and in the home language, if there is an existing approved Bilingual Multicultural Education program.
- Bilingual Multicultural Education Programs deliver the core curriculum in English and the native language using one or more of the following state-approved models described in the manual cited above:
 - Dual Language Immersion
 - Maintenance Model
 - Heritage Model
 - Transitional Model
- Screening and progress monitoring measures are conducted in English and the home language, if there is an approved Bilingual Education program. Trained personnel shall administer state-approved proficiency assessments in English and the home language annually until proficiency in each language is achieved.
- Teachers providing services must be culturally and linguistically knowledgeable and be appropriately endorsed in Teachers of English to Speakers of Other Languages (TESOL) and /or Bilingual Multicultural Education.
- When an academic or behavioral issue for an ELL student arises, analyze the instructional program and environment to determine if the demands of the program match the student’s current level of proficiency in the language of instruction.
- Also, check to see if peers are struggling as well, as this could indicate that instruction for all students in the peer group needs adjusting.
- Use the student’s language and culture to build upon strengths for the instruction.





- Value student heritage by using culturally and linguistically relevant instructional materials, resources, and instructional practices
- When deciding if a practice is appropriate for ELL students, it should have been determined valid for this population.
- Provide ample opportunities for peer teaching/mentoring.
- Develop academic English using strategies such as Cognitive Academic Learning Approach (CALLA), Guided Language Acquisition Design (GLAD), Sheltered Instruction Observation Protocol (SIOP), Specially-Designed Academic Instruction in English (SDAIE), and/or Sheltered English Instruction.

Schools may find the following resources helpful:

- **The New Mexico English Language Development Standards, PreK–12.** Go to www.ped.state.nm.us. Click on the Bilingual and Multicultural Education Bureau in the A-Z Directory.
- **The Center for Applied Linguistics (CAL)** is dedicated to providing a comprehensive range of research based information, tools and resources related to language and cultural issues. CAL has earned national and international recognition for its contributions to the fields of bilingual education, English as a Second Language, literacy and foreign language education, dialect studies, language policy, refugee orientation and the education of linguistically and culturally diverse adults and children. <http://cal.org>
- **The National Clearinghouse for English Language Acquisition (NCELA).** The Clearinghouse collects, coordinates and conveys a broad range of research and resources in support of an inclusive approach to high quality education for ELLs. <http://ncela.gwu.edu>
- Freeman, D., & Freeman, Y. (2007) *English Language Learners: The Essential Guide*. Scholastic, New York.
- Maestas, Analee, Ph.D., (2009). *Implementing the Response to Intervention Framework for ELL Students: Question and Answer Document*. <http://www.ped.state.nm.us/BilingualMulticultural/dl10/1stQtrMtg/RtI%20Presentation1.pdf>



- Vaughn, S., & Ortiz, A. “**Response to Intervention for English language Learners.**” This article provides information on universal screening, progress monitoring, and implementation tips for each tier.

<http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage>



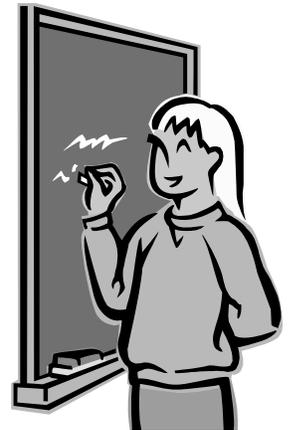
Decision Rules—Tier 1 to Tier 2



The term **decision rules** refers to the criteria a school establishes for systemically changing services for a student from Tier 1 to Tier 2, Tier 2 or Tier 3, or reverse course. As each school develops its local implementation plan within each tier, it also determines its data-based decision rules for when interventions should be changed based on data to inform that decision. In other words, data drives the intervention. In Tier 1, the school determines what cut scores on universal screening and any additional progress monitoring assessments indicate advanced mastery, mastery, satisfactory growth, or the need for more intense intervention/remediation, flexible regrouping of students, and parent involvement.



Also in Tier 1, data are systematically analyzed to identify those students who consistently score in the lowest 20th–25th percentile of their grade-level peer group based on district short-cycle assessments **after one to two rounds of** universal interventions at the classroom or grade level have been implemented **with fidelity**. The teacher should work with the individual student’s parents to consider referring him or her to Tier 2 (the SAT) for analysis and consideration of additional support. The recommendation for SAT referral for behavior is based on the school’s judgment and/or discipline data for each student. In some cases, a parent may request a referral to the SAT (Tier 2). The school should accept or decline those requests on a case-by-case basis, depending on individual student academic and/or behavioral data, and other concerns.



In districts that are using state-approved alternative gifted assessments for students with certain “factors,” state rule allows for a bypass of the SAT process. Please seek guidance from the state’s Technical Assistance Manual for Gifted Education at www.ped.state.nm.us and the contact for gifted education in the PED’s Humanities Bureau for more information on the use for alternative protocols as set forth in state special education rules. See more about bright and potentially gifted students in Tier 2 on page 75.





A high rate of SAT referrals and/or retention recommendations suggests that the school or district leadership needs to **evaluate the school’s Tier 1 core program and practices (especially in math and literacy skills) and the behavioral system to ensure that students are not failing due to instructional and/or school behavioral system inadequacies**. It is difficult to demonstrate that a student needs SAT intervention or may have a disability when that student is struggling in a class where, for example, 50% of the students are not achieving grade-level benchmarks or behavioral expectations.



Funding and Budgeting for Tier 1 Services



Implementing the three-tier model of student intervention requires school leadership and administrators to strategically reallocate and leverage human and capital resources, and budget around priorities in their local implementation and/or EPSS school improvement plan. In addition to the suggestions and free resources contained in this manual,

Tier 1 services, supports, and professional development may be funded in a variety of ways with mechanisms that already exist:

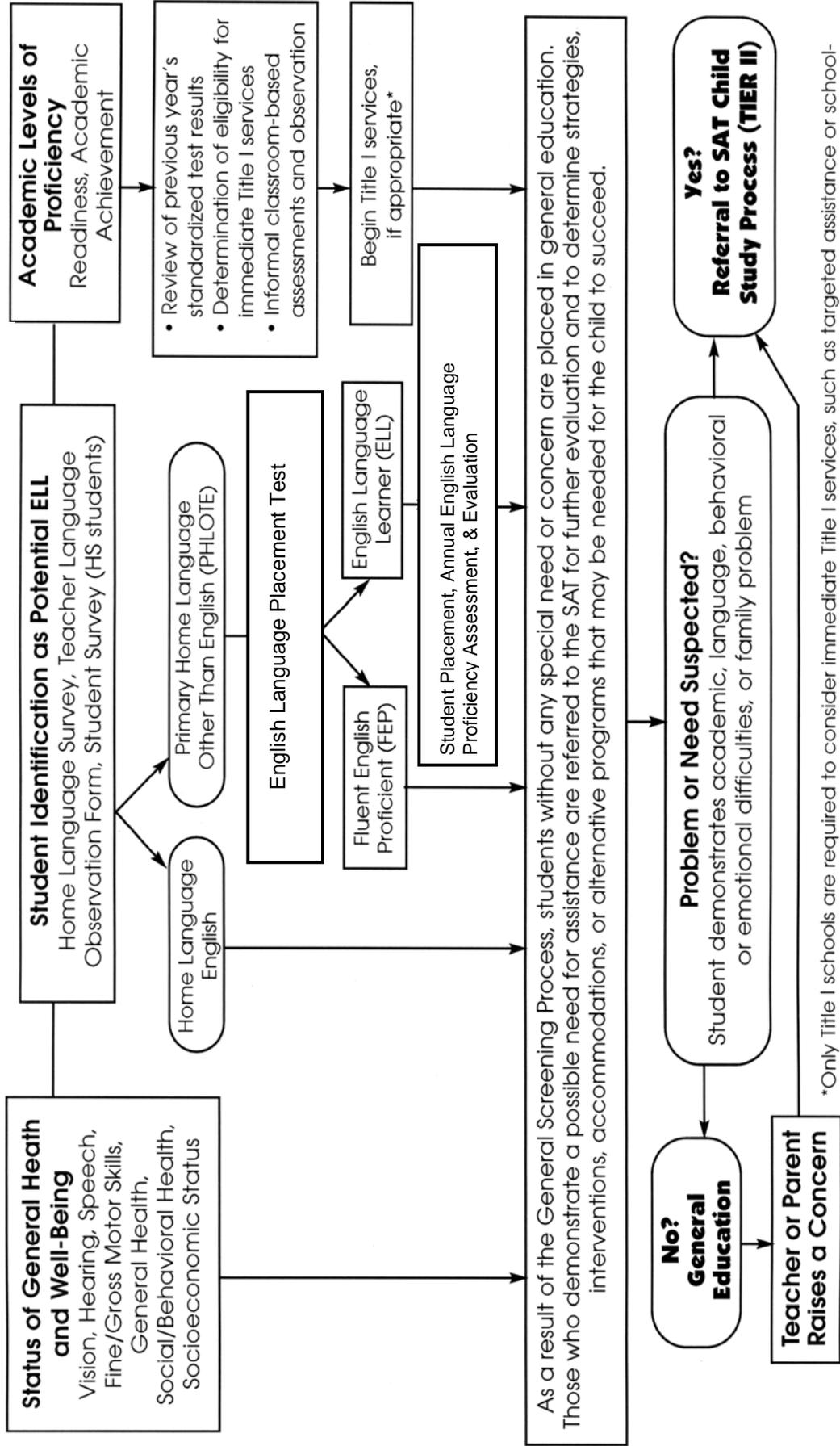
- Operational funds
- School improvement funds
- Applicable grants or awarded state funds (Teacher Professional Development funds, Public School Reading Proficiency funds, etc.)
- Title I and Title III funds as allowed *
- Up to 15% Coordinated Early Intervening Services (CEIS) funds as allowed by IDEA and state special education rule. Federal guidance (page 20) provides that it would be **only for specific small groups or individuals** identified in Tier 1 as needing additional academic and behavioral support to succeed in a general education environment, and as such, determined to be at risk for academic and behavioral problems K–12 (with emphasis on K–3).*
- American Recovery and Reinvestment Act (ARRA stimulus) funds follow the same rules as the program to which it applies. For use with Title 1 funds, see

<http://www.ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf>.

*It is important for schools to review guidance for use of federal funds related to Title I, Title III, and CEIS under an Rtl framework.
See http://www.rti4success.org/edgov2/funding_presentation2.htm

Addressing Student Individual Needs

TIER I: Universal Screening #1



*Only Title I schools are required to consider immediate Title I services, such as targeted assistance or school-wide services. If you are a Title I school, general screening includes a review of school-determined criteria.



Checkpoint . . . Key Features of Tier 1

In New Mexico, Tier 1 is characterized by universal screening, and appropriate, explicit, research-based core instruction **based on district and state standards** with universal interventions.



- ✓ **Providers**— Appropriately-licensed classroom teacher. Universal interventions may also be provided by a licensed, supervised support staff and/or specialist such as a bilingual, Title 1, or Indian education teacher, or others as determined by the school.



- ✓ **Universal Screening and Progress Monitoring Tools**— Specific screening tools for health, general wellness, and language; periodic short-cycle assessments; yearly standards-based assessment; student work samples; curriculum-based measures (CBMs); office discipline referral (ODR); and attendance data



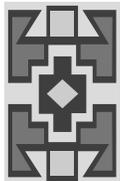
- ✓ **Group size**— Whole-group and small-group instruction. Small groups might vary from 3 to 12 students, and can be flexible as determined by teacher, grade level, or school.



- ✓ **Frequency of Universal Interventions**— Determined by the school, grade level, or teacher. If providing extra class time over core class time, 3 to 4 times a week, each lasting 30 to 60 minutes is recommended.



- ✓ **Duration of Universal Interventions**—Core program with differentiated instruction as necessary is ongoing throughout the year. Universal Interventions of extra class time over core can last 4 to 18 weeks, and can be repeated as determined by student response.



- ✓ **Frequency of Universal Screening**—3-4 times a year per short-cycle assessment schedule. Some students receiving universal interventions may need progress monitoring between short-cycle assessments through classroom assessments or CBMs, as determined by the school.



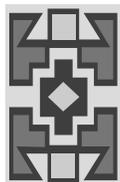
- ✓ **Decision Rules**—The school determines what cut scores on assessments indicate advanced mastery, mastery, satisfactory growth, or the need for more intense intervention/remediation, regrouping students, and parent involvement. Considering SAT referral for students who consistently score in the lowest 20th-25 percentile of grade-level on short-cycle assessments only *after* universal interventions are tried **and** the fidelity of instructional program and/or behavioral system is not a concern. Need for SAT referral for behavior based on discipline data for student.



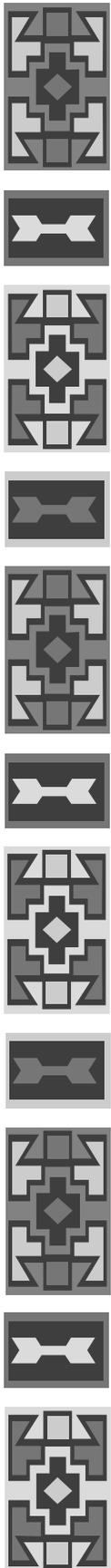
- ✓ **Funding**— Operational and school improvement funds, applicable grants, Title I/ Title III funds as allowed. For federal fund guidance see http://www.rti4success.org/edgov2/funding_presentation2.htm



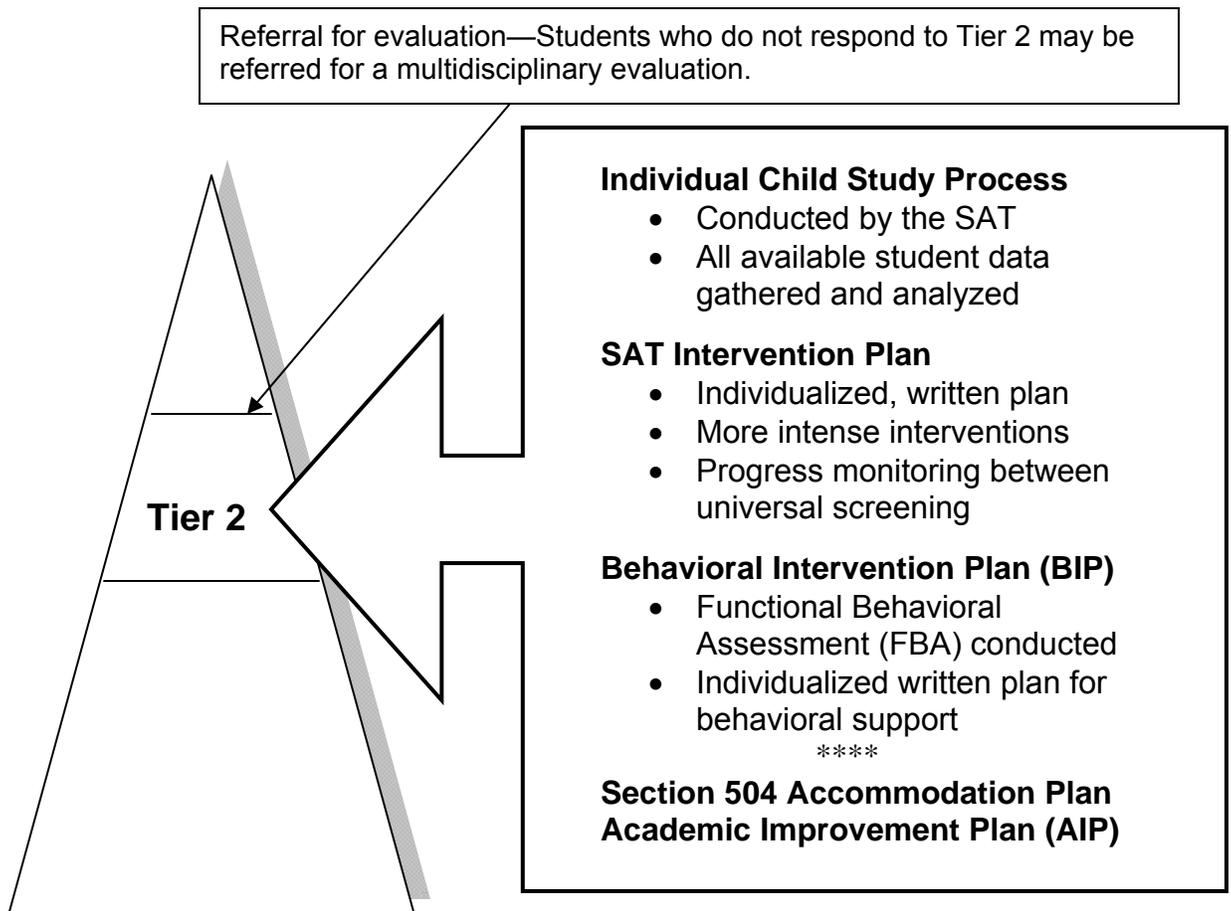
- ✓ **Service Target**—The basic tenet for Tier 1 is that 80% of a school's students should be able to be served through high-quality instruction at Tier 1. If not, the core program and practices and/or behavioral systems need to be evaluated. The 80% target may not be possible in all cases, so moving into the 50–70% range over time is considered to be a sign of progress.



- ✓ **Professional Development Needs**— Core program delivery (ongoing), differentiated instruction, data analysis, data-based decision-making, student behavior and classroom management, teaching and interventions for culturally-different learners



Tier 2: The Student Assistance Team (SAT) Process



The focus of **Tier 2** is to provide **supplemental and individualized** support for at-risk students for whom Tier 1 instruction and universal interventions prove insufficient. Using the child study process, the SAT (which includes the student's parents) gathers all available data about a student, hypothesizes a possible cause for the problem, and then designs an individualized SAT Intervention Plan or Behavioral Intervention Plan (BIP), if necessary. Students receiving Tier 2 services continue to receive Tier 1 instruction, but with the benefit of more targeted interventions **prescribed by the SAT and provided by the classroom teacher or in combination with other appropriate staff in the school** to address skill or behavioral deficits.

Team Mission and Purpose

The Student Assistance Team (SAT) is a school-based team whose purpose is to develop supplemental Tier 2 support for students who are not responding to the



Tier 1 core program with universal interventions, thereby preventing them from benefiting from general education. Students performing either performing below or above expectations may need Tier 2 support. By “catching” these students in the child study phase, the SAT may not only help students be able to remain and succeed in the general education program, but also reduce unnecessary or inappropriate referrals to special education. The SAT’s mission is to develop appropriate solutions to problems in the school environment through a cooperative, problem-solving, team effort. Although the team may make referrals to special education and other special programs, **the SAT is not part of the school’s special education process, but rather part of the responsibility of regular education.**



The SAT addresses academic and/or behavioral problems found through universal screening (such as short-cycle assessments) at Tier 1 or those brought up as concerns by parents, teachers, or other staff. The SAT designs interventions for those students who show need for individual consideration. Further, the SAT suggests interventions and focuses on student strengths that may alleviate or resolve the situation prior to referral to Tier 3. In many cases, the SAT is able to assist students who need interventions in order to succeed, but who do not necessarily have a disability and/or giftedness, and therefore, do not qualify for special education or a Section 504 Plan. **Simply put, the SAT is a “support group” to assist regular education teachers in supplementing instruction for students within their classrooms who are demonstrating a lack of response to the core program and differentiated instruction that is delivered with high fidelity.**



Through the SAT, school staff, parents, community agencies, and others who can offer insight draw upon available resources, work together to plan a positive course of action (a SAT Intervention Plan or a Behavioral Intervention Plan (BIP)), assign responsibilities, and progress monitor results more frequently to determine whether the student has responded to intervention. Although the SAT is a vehicle through which a student may be referred for a multidisciplinary evaluation, the team’s main function is to use the resources available within the school and community to provide supplemental measures to support students being successful in meeting grade level standards. The task of the SAT is to find and eliminate obstacles that are in a student’s path toward success. **The SAT’s role is to be a support and resource to the teacher—not to replace or relieve the teacher of his or her responsibility for educating the student.**





What can the SAT or Behavioral Intervention Plans do that Tier 1 programs cannot? It still provides for all that occurs in Tier 1, but the individualized plan ramps up *intensity* for a student—that is, they increase frequency and duration of the interventions, reduce group size, and/or use specialists to deliver the instruction. The SAT may also design specialized interventions like **replacing** the core or social skills program, or reteaching it. Tier 2 also provides for frequent progress monitoring, so the SAT can make faster adjustments for the at-risk student, if necessary. Interventions are implemented by the classroom teacher in the classroom, or individually or in homogenous small groups as determined by the SAT.



The SAT also serves as the **Section 504 Team**, as needed, and has responsibilities under state statutes for designing **Academic Improvement Plans (AIPs)** for students facing retention in grades 1 to 8. Those procedures are outlined on pages 79-82. Local policy may also require the SAT to be involved in determining testing accommodations for ELL students, if appropriate. (See page 85.)



A student who does not respond positively to the SAT Intervention Plan or BIP may warrant a referral for a multidisciplinary evaluation to consider the possible need for special education services. Students who show need for specially-designed enrichment may also be referred for a gifted evaluation. Students who obviously have a disability or are in a crisis need immediate referral by the SAT to determine the need for an evaluation.



Team Composition—A Properly-Constituted SAT

The SAT is comprised of a **core group that anchors the team**. Core members must have good communication skills and a solid working knowledge about a variety of supports (types of interventions, educational and community resources, etc.). Core team members may vary by school, but should include at minimum:



- an administrator
- regular education staff
- specialists



For example, the core SAT may be the school principal, one or two classroom teachers, and a school counselor.

Those who serve on the core team must be willing to commit the time and effort needed to monitor individual students. Ideally, all staff should be trained in the



basic operations of the SAT, but the core members must have a good understanding of the purpose and process. Core members must also develop skills in data analysis and the selection of instructional and behavioral interventions. Principals may want to appoint individuals yearly to the SAT on a rotating basis so that the responsibilities are shared among the staff, and the school builds overall capacity in this function.



When the team is called upon to address the needs of an individual student, **the classroom teacher and the parent (and student, as appropriate)**, as well as the person who referred the student (if not the teacher or parent) joins the core team. A varying number of other individuals also serve on the team, depending on the types of concerns and expertise needed. **A special education professional may serve on the SAT, but must not serve as the SAT Chairperson or Supervisor** It is a best practice to ask special education staff to join the SAT on an “as needed” basis. Other specialists may be necessary to bring valuable perspectives and ideas to the team:



- speech therapists
- truancy coordinators or attendance clerks
- homeless student coordinators
- bilingual or multicultural education teachers
- reading or math specialists
- nurses
- social workers
- school psychologists
- representatives from community agencies (such as school-based health centers, community-based truancy center)

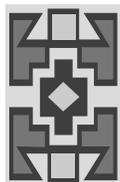


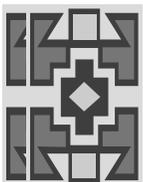
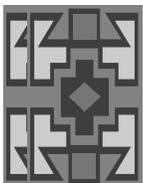
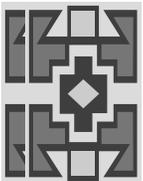
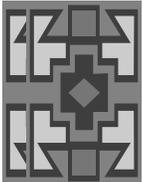
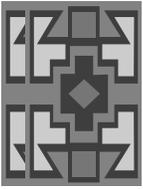
Procedural Guidelines for the SAT

There is no one method or process for operationalizing the school’s SAT and conducting the meetings. However, the following guidance will foster effective teamwork and get results:



- ▶ The success of the SAT often hinges on the level of involvement of the parents and student. Always invite parents to participate and contribute, and treat them as equal team members. If possible and appropriate, include the student as well. He or she might be invaluable in providing insight into how to address the concern.
- ▶ One person from the core team must serve as the **SAT Supervisor** or **Chairperson** and directs the activities of the team. This person could be an administrator or someone the administrator designates, such as school counselor. He or she receives referrals to the





SAT from staff or parents, reviews and certifies the referral packet (see page 169), determines the relevant persons who need to participate in the SAT meeting, and sends out the invitations. After a decision is made, the **SAT Supervisor or Chairperson** is also responsible for ensuring that the resulting SAT Intervention Plan, BIP, or Section 504 Plan is implemented, proper documentation and data collection is maintained (data management), and timely follow-up is occurs (case management). This role is so important in the implementation of an Rtl framework and overall school improvement efforts that some schools now have a full- or half-time position designated to this job, or offer stipends for this additional duty.

- ▶ At the meeting, one person is appointed as the **Facilitator**. This person is not the “leader” of the group in the sense of dominating it, but rather takes the responsibility for the flow and tone of the meeting. The Facilitator keeps the group focused, makes sure that everyone has opportunities to contribute, elicits responses and comments, ensures that the tone of the meeting stays positive and productive. The Facilitator also watches the timeframes (announces agreed-upon periods of time for discussion and other activities, and lets the team know when time is running short). The Facilitator is responsible for seeing that the purpose of the SAT is met and that each aspect—identifying the challenge and student strengths, developing the intervention plan, and assessing the probable effectiveness of the interventions—is addressed and given the appropriate time and consideration. The Facilitator then ensures that the discussion is limited to the student and the concern that brought the referral and that, given the allotted time, no component is weighted such that others are neglected. The Facilitator can achieve this by using guided questions and comments that redirect the discussion when necessary. *Tip:* The Facilitator might make a copy of the flowchart on page 77 to as a discussion guide to ensure the team covers each step and aspect of the meeting.
- ▶ Have one person serve as **Recorder**. This person documents the discussion on the **SAT Summary Form** (page 179), and completes all relevant paperwork. *Tip:* The Recorder might enlarge the Summary Form and post it on the wall where all members can see it as the discussion evolves. Then the recorder transfers the information to the regular-size form and **destroys the wall poster** prior to the end of the meeting, to eliminate confidentiality concerns.
- ▶ The administrator identifies district or regional resources for training the core team. **Core team members will need more in-depth training in the details of the SAT process, Section 504, functional behavior assessment, behavioral interventions, as well as professional**



development around understanding cultural, language, and socioeconomic differences that may be misidentified as disabilities.

The SAT will want to thoroughly study this manual, and consult the numerous resources mentioned in it and on the state’s Rtl framework website at www.ped.state.nm.us. Some districts may have designated SAT trainers who have been trained by the state. The state’s regional education cooperatives (REC) may also have state-trained SAT Trainers. Regional Section 504 trainings are usually available on a yearly basis. See page 121 for links to IRIS Center Rtl Case Study Units that the SAT can complete to prepare the team for conducting data analysis.

- ▶ The school ensures that parents and community stakeholders receive basic information about the SAT and Section 504 processes. (See the reproducible **Fact Sheets** on pages 145 to 149.)
- ▶ The SAT may also refer for immediate evaluation any student with an obvious or highly-suspected disability, in a crisis, or for whom a parent has requested an evaluation. In those cases, the SAT uses professional judgment rooted in existing file information and data to make an appropriate referral.
- ▶ If parents are not English proficient, the SAT may enlist the help of the district’s bilingual education personnel or other supports to help find an interpreter, or other method of communicating with the parents.
- ▶ Document everything! See the special section of this manual for reproducible forms for documenting SAT communications, meetings, decisions, plans, and follow-up. The SAT must keep documentation of all of its decisions and efforts on behalf of the student.
- ▶ SAT records, like any other student record, must be kept confidential as required by the federal law known as FERPA. (See FERPA regulations at 34 CFR, Sec. 99.)
- ▶ The SAT may want to create a resource list of available school, district, or home- or community-based resources, and establish a small library of interventions resources. Interventions should be individualized (not from a cookie-cutter list) and **research-based**. (See **About Interventions** on page 96.)
- ▶ **For purposes of continuous improvement**, the SAT should conduct its own **SAT Self-Assessment** on an annual basis (See page 164). The team then develops its own ongoing improvement plan and embeds it into the school’s Educational Plan for Student Success (EPSS). The building administrator assesses SAT implementation and fidelity.
- ▶ **The SAT needs to carefully oversee its caseload numbers and consult with school administration as necessary.** It is not feasible that more than **15–20%** of a school’s students can be effectively served by the SAT without compromising the school’s delivery infrastructure, resource



allocation, and creating a disproportionate number of students in Tiers 2 and 3. Therefore, a high rate of SAT referrals and/or retention recommendations suggest that the school or district leadership needs to evaluate the school’s Tier 1 core program and practices (especially in math and literacy skills) and its behavioral system to ensure that students are not failing due to instructional and/or school social system inadequacies. It is difficult to demonstrate that a student needs SAT intervention or may have a disability when that student is struggling in a class where, for example, 50% of the students are not achieving grade-level benchmarks or behavioral expectations.



On the other hand, it may be that the total enrollment is too high to support just one SAT. For instance, in a K–6 school with an enrollment of 800, a SAT caseload of just 10% would amount to 80 students, which may be more than one team can effectively study and monitor on an annual basis. In that case, a school might want to have two SATs—one for K–3 and one for 4–6. One administrator should oversee and participate on both teams to ensure that they both are operating in the same manner, and to ensure that there is a smooth transition as students move from one team to the next.



Conducting the SAT Meeting: The Child Study Process

The members of the SAT are responsible for addressing a diverse spectrum of needs among the student population. The information and the eight steps described below can help the team efficiently and appropriately identify needs, and then effectively address them.



Step 1: Referral to the SAT (See *Tier 2 Flowchart*, page 77)



The teacher or the parent via the teacher refers the student to the SAT. (A sample **SAT Referral Packet** appears on page 164.) The **SAT Chairperson** reviews and certifies the referral, and then schedules the student’s SAT meeting, as appropriate. He or she contacts the parents and staff who need to be involved in this student’s case to arrange a compatible meeting time. The school should make every effort to schedule the meeting so that parents can attend. (A **Parent Notice/Invitation** appears on page 176.) This form also has a space for the parents to give permission for further testing, as well as to indicate their desire to attend the meeting. The **SAT Chairperson** notifies parents, teachers, and other SAT members or needed individuals of the meeting.



Step 2: Gathering Data and Information/SAT Chairperson Certification

Prior to the initial meeting, the **SAT Chairperson** collects all relevant information about the student. This should include the SAT Referral Packet, student work



samples, parent contacts, results of universal screening, Tier 1 classroom or grade-level interventions, student attendance data and/or truancy corrective action plans, discipline records,, grade- or class-level student performance reports, next-step plans (for students in grades 8 to 11), and other data available in the student’s cumulative records, as well as any observations or interviews.



Important: The **SAT Chairperson** also reviews grade- or class-level student performance data and compares it to the referred student. If that data reveals that this student is part of a group of students in that grade or class who are showing problems that could possibly be linked to a curricular or instruction issue, then the **SAT Chairperson** should refer this student back through an administrator to the grade-level team or other team who is overseeing Tier 1 interventions. (See page 175.) The **SAT Chairperson** also reviews data and the SAT referral packet to see if a classroom observation may be necessary prior to the SAT meeting, and then coordinates that through the school administrator. A sample **Student Observation Form** appears on page 177.



Step 3: Introductions and Agenda

At the beginning of the meeting, the team decides who will serve as **Facilitator** and **Recorder**. After introductions, the Facilitator announces a target time for the meeting and a brief agenda. The amount of time for the SAT meeting is determined on a case-by-case basis.



Step 4: Summary Statement of the Referring Teacher and Parent

The referring teacher describes the student and summarizes the student’s strengths. The teacher also describes the circumstances and identifies the concerns that led to the SAT referral: academic, behavior, language/fluency, social/emotional, health, or other. The teacher describes the challenge in measurable or data-centered terms and states the desired outcomes. For example, *Ricky is always late and disruptive* should be rephrased as *According to my records, Ricky has been tardy to class 12 times in the last month. Ricky’s arrival once class has begun disrupts the group and causes him to miss part of the lesson which is affecting his grades.*” (When worded this way, the behavior and its effect is more measurably defined.)



At this time, the teacher and parent share with the team any universal interventions tried at Tier 1 and any available data about them. Then the team may ask clarifying questions or accept other additional information that the referring teacher or parent may bring to the meeting. (Example: Parents might bring information about their child’s history and development.)



Step 5: Sort and Sift of Records and Relevant Information

The next step is for the SAT to sort and sift the available data. This means the team performs a systematic scanning and organizing of data to highlight those



“nuggets” most likely to contribute to **insight about the student**. The team reviews and discusses any existing information about the student that may be relevant. This may include academic records, results of general screenings, work samples, medical history, and so on.



In the sort-and-sift process, the SAT must pay particular attention to the following six elements and their impact on the student’s learning and behavior:



1. Culture and Acculturation
2. English Language Proficiency
3. Socioeconomic Status
4. Mental/Behavioral Health
5. Possible Lack of Instruction
6. Learning Style, Teaching Methods, Teaching Styles



These six elements are discussed in detail on the pages that follow. Relevant references and resources are also listed.



(1) Culture and Acculturation



The culture (that is, ethnicity, religion, gender, and socioeconomic background in which a person grows and develops) has an important impact on learning, learning styles, and aspirations. Therefore, the SAT needs to understand and look at the student’s culture with attention to beliefs, values, styles, and practices that may influence the student’s learning and behavior at school. In particular, the SAT should identify those aspects of the student’s culture that may enhance the student’s learning. The SAT also needs to consider the level of the student’s acculturation. **Acculturation** means the gradual process of adaptation to a new cultural environment.



It is generally recognized that there are four levels of acculturation:



- ▶ **Bicultural**—Integration with a new culture without the deterioration, or loss, of the cultural norms, languages, and beliefs of the first culture
- ▶ **Assimilated**—Rejection of the original culture with full acceptance of the new culture in which one now lives and operates
- ▶ **Traditionalists**—Exposure to and rejection of the second culture, which leads one to cling to the original culture’s values and beliefs
- ▶ **Marginalists**—Rejection of both the new and original cultures’ norms and belief systems, thereby ostracizing oneself from society



Some students who are referred to the SAT for the purposes of conducting the child study process may be experiencing the process of acculturation. It is



imperative that during the child study process, the SAT carefully analyzes where the student is in his or her adaptation to the new cultural environment. This is especially important because students experiencing acculturation or acculturative stress may exhibit behaviors that are also indicative of a disability.

According to Collier (2005), these may include the following behaviors:



- Distractibility—often confused with Attention Deficit Disorder (ADD). Can be addressed with intense transition and adaptation assistance



- Response fatigue—cyclical process where one becomes overwhelmed by environmental stimuli and shuts down



- Withdrawal—when one withdraws from situations where responses are expected of him or her



- Silence or not responding—when one spends a lot of energy listening, observing, and processing what is occurring prior to responding to a situation or interaction



- Code-switching—insertion of sounds, words, syntax, etc. from existing language or communication process into new language or communication process



- Confusion in locus of control—one’s perception of where something or events are controlled as determined internally by one’s own behavior vs. fate, luck, or external circumstances

It is the SAT’s function and responsibility to carefully analyze the information about the student in order to be able to distinguish between behaviors that are indicative of acculturation, versus behaviors that are indicative of a disability.

For more information on the **process of acculturation and acculturation screening tools**, please see the following resources:



- Collier, Catherine (2001). *Cognitive Styles & Strategies for Diverse Learners*. CrossCultural Developmental Education Services, Ferndale, WA. www.crosscultured.com



- Collier, Catherine, et al. (2005) in *Comprehensive Handbook of Multicultural School Psychology*. Craig Frisby (Editor), Cecil R. Reynolds (Editor). ISBN: 978-0-471-26615-0



(2) English Language Proficiency



During the child study process, the SAT must consider the student’s level of English language proficiency. Many students who enter public schools in New Mexico are considered circumstantial bilinguals. That is, they must learn a second language (L₂) in order to function within the society and community in which they find themselves. It is not a matter of choosing to learn a second language; it is a necessity. With this in mind, it is important to remember that English Language Learners (ELLs) are often



put in a position where they have to learn L_2 long before their primary language (L_1) is fully developed. These circumstances make the acquisition of both languages much more difficult for a student.



Recent research in the area of second language acquisition indicates that students acquire social language in L_2 , also referred to as Basic Interpersonal Communication Skills (BICS), within 2 to 3 years. This basic social language enables students to interact with his or her peers in a variety of social settings, including the school cafeteria, the school playground, and in and around the community. A student who has mastered social language, or BICS, may appear to have mastered his or her second language because of his or her ability to interact with peers **informally** in a variety of settings, including in the classroom.



However, the mastery or acquisition of social language is not sufficient for a student to be able to access and understand curriculum and content presented in a formal classroom setting. Research also indicates that a student requires 5 to 7 years to acquire a sophisticated proficiency in the academic language. This is referred to as Cognitive Academic Language Proficiency (CALP) and **is the level of language proficiency required in order for a student to benefit from classroom instruction.** With this in mind, it is important that the SAT, teachers, and parents do not assume that because a student is able to engage in social conversation that he or she has mastered the second language. It is also important to consider the student's level of communication and interaction during more formal classroom settings, as it may differ significantly from a student's level of interaction and communication within social settings.



Students with limited English proficiency (LEP) often display characteristics and behaviors that are similar, but unrelated to disabilities requiring special education services. Students who are learning English as a second language may often be slow to begin and finish tasks and appear to be inattentive, impulsive, easily distracted, disruptive, and disorganized because of the time required to translate instruction and directions, the partial or incomplete understanding of instruction and directions, and the mental fatigue associated with language acquisition. Roseberry-McKibbin (2002) cautions that there are normal processes of second language acquisition such as interference, interlanguage, silent period, code switching, and language loss need to be recognized as normal behaviors for students who are not yet proficient in English" (p. 193). Without careful consideration and evaluation, students with limited English proficiency who display these and other characteristics may be inappropriately identified as having a need for special education services.





Thus, despite similarities in characteristics, a student identified as ELL is not necessarily a student with a disability. It is important that the core SAT include other members on the team who are able to distinguish between limited English proficiency and language disorder to determine whether the student’s academic difficulties are attributed to language difference or language disorder.



For more **information on English language proficiency**, please see page 73 for special considerations for ELLs and the SAT plan, and refer to the following references:



- **Technical Assistance Manual for Implementing Bilingual Education and Title III Programs.** New Mexico Public Education Department. Go to www.ped.state.nm.us. Click on “Bilingual and Multicultural Education” in the A-Z Directory.
- Gersten R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). **Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide** (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieve from <http://ies.ed.gov/ncee/wwc/publications/practiceguides> .
- Baca, Leonard M., and Cervantes, Hermes T. (1998) **The Bilingual Special Education Interface, Third Edition**, Chapters 10 and 12, Prentice Hall, New Jersey.
- **National Clearinghouse for English Language Acquisition (NCLEA):** <http://www.ncela.gwu.edu> Funded by the U.S. Department of Education this website collects, coordinates and conveys a broad range of research and resources in support of an inclusive approach to high-quality education for ELLs.
- Roseberry-McKibbin, C. (1998). “**Distinguishing language differences from language disorders in linguistically and culturally diverse students,**” *Educating Exceptional Children (10th ed.)* (Dushkin Publishing Group, Guilford, CT, 1998). (Reprinted with permission from original article in *National Association of Multicultural Education*, 2 (4), pages 23-25.)
- Roseberry-McKibbin, C. (2002). **Multicultural students with special language needs (2nd ed.)**. Oceanside, CA: Academic Communication Associates.



(3) Socioeconomic Status (SES)

Research shows that SES is associated with a wide array of health, cognitive, emotional/behavioral, educational, and occupational outcomes in children, with effects sometimes beginning prior to birth and continuing into adulthood. Three



levels of SES are recognized in society: poverty, middle-class, and wealthy. School and work environments are based largely upon the middle class rules and norms. Therefore, students from SES backgrounds other than the middle class may have difficulty functioning within the school setting. It is generally understood that students living in poverty are at greatest risk for having low school achievement and dropping out. Payne (1996) defines poverty as “the extent to which an individual does without resources,” and identifies the following as resources:



- Financial—access to money or other finances
- Emotional—mental stamina one requires to withstand difficult situations
- Mental—the ability to process information and use it daily
- Spiritual—belief that help can or will come from a higher power
- Physical—a healthy, strong body that is capable and mobile
- Support Systems—family and/or friends one can turn to when in need
- Relationships/Role Models—access to an individual who models nurturing and appropriate behavior
- Knowledge of Hidden Rules—unspoken, salient understandings that allow an individual to recognize another individual as either belonging or not belonging within the same SES class



Students living in poverty also fall within one of two categories: **generational poverty** or **situational poverty**. Students living in generational poverty come from families who have lived in poverty for at least two generations. Students who are living in generational poverty have a worldview that has been shaped and influenced by the experiences of their parents and grandparents and are typically surrounded by others who are also living in generational poverty. Students living in situational poverty have experienced some life event (loss of parent, loss of parent’s job, divorce, home foreclosure, and so on) that led to their current circumstances.



For students who may be living in poverty, the SAT must carefully consider and analyze the circumstances surrounding the family unit in order to determine the impact that this may have on the student’s learning. For example, a student experiencing situational poverty due to the unexpected death of a parent may have difficulties in the classroom setting that are attributed to the current circumstance as opposed to a learning deficit. Or, a student living in generational poverty may view education as valuable, but not necessarily a priority in comparison to other issues that the family unit may deem more critical or appropriate. The family, therefore, may not recognize that the child’s classroom performance will potentially impact his or her future.





It is important to understand that students who come from middle class or wealthy backgrounds may not be living in poverty, but they may not have access to certain resources, which may similarly affect their school performance. For example, a student from a middle class background may come home to an empty house because both parents work (from necessity or by choice).



Therefore, the student has no one to assist him or her with ensuring that homework is complete and correct prior to turning it in the next day. This circumstance is not due to a learning deficit, but rather to the student's lack of resources at home. In another situation, a student moves from a school that primarily serves students living in poverty to a school in a middle-class or wealthy community, and experiences difficulties adjusting to different expectations within the classroom setting. In addition, the student may experience difficulty adjusting to and following the hidden rules of the school and community.



For more information on **socioeconomic status, particularly the impact of poverty on learning**, please refer to the following resources:



- Payne, Ruby (1996). ***A Framework for Understanding Poverty***, aha! Process, Inc. Highlands, TX. See Chapter 7 for a collection of appropriate interventions.
- ***NCCP: National Center for Children in Poverty*** www.nccp.org
- ***The Effects of Poverty on Teaching and Learning*** <http://www.teach-nology.com/tutorials/teaching/poverty> : A tutorial that examines poverty as a risk factor and discusses many challenges that arise in teaching children of poverty.



In addition, the Positive Assistance for Student Success (PASS) Toolkit published by the New Mexico Public Education Department is a helpful resource for Student Assistance Teams (SATs). PASS is a systematic coordinated approach to serve both the student and the family with issues related to health and social needs. The process can be used as an adjunct to the academic and behavioral interventions prescribed by the SAT in order address family challenges that impact the student at school. See the link for the School and Family Support Bureau at www.ped.state.nm.us and the "PASS Fact Sheet" on page 149.



(4) Mental and Behavioral Health

Students who experience behavioral and/or mental health challenges may be predisposed to becoming at-risk students if the problems are not identified early and effective interventions do not occur. Teachers and parents are often the first persons to observe students who are experiencing these kinds of problems. Research also shows that students will typically turn to a teacher to share a personal problem. Therefore, the SAT needs to develop knowledge around school behavioral and/or mental health issues, and learn to ask parents and teachers clarifying questions so the SAT can recognize students in possible need of clinical mental health interventions. Specifically, the SAT needs to have a *general* understanding of the signs and symptoms of the following Mental/Behavioral Health problems:

- Trauma and Post-Traumatic Stress Disorder (PTSD)
- Attachment Disorder
- Disruptive Behavior (caused by AD/HD, Conduct Disorder)
- Eating Disorders (Anorexia, Bulimia)
- Anxiety Disorders (Separation, Generalized, School Phobia)
- Adjustment Disorders
- Substance Abuse
- Conduct Disorder
- Oppositional Defiant Disorder
- Suicide
- Depression



When examining behavioral and/or mental health issues, the team needs to consider 1) whether the student exhibits problematic behaviors more than expected for his or her chronological age or developmental level; and, 2) whether the behavior interferes with the student's learning and safety or the learning and safety of others.

Finally, students have often been informally diagnosed as either Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) as a result of demonstrated behavior problems. It is important to note that both conditions should be diagnosed by a trained mental health professional or physician. Further, behavior problems typically co-exist with other mental health conditions that may potentially be overlooked and ignored if the focus is only placed upon the student's difficulty with maintaining attention and appropriate behavior.



For more information and training on **school behavioral and mental health**, please contact the following:

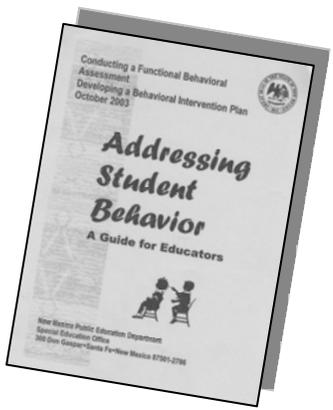


- New Mexico Department of Health, Office of School and Adolescent Health, Behavioral; Health Program Manager (505) 841-5877
- New Mexico Public Education Department, School and Family Support Bureau, Behavioral Health Coordinator, (505) 827-1803
- Websites: www.schoolmentalhealth.org.

www.nmschoolhealthmanual.org



Note: For addressing general behavioral and social skills problems, the SAT will need to learn how to conduct a *Functional Behavioral Assessment (FBA)* and use that data to **develop a Behavioral Intervention Plan (BIP)**. To learn more about this process and the state’s technical assistance manual on this topic, please see “*Addressing Student Behavior*” on page 106.



(5) Possible Lack of Instruction



The Individuals with Disabilities Education Act (IDEA) requires that students not be classified as disabled if their academic difficulties are primarily due to “lack of instruction.” Only through a full and thorough examination of the student’s academic history, performance, and other circumstances, in addition to a classroom observation, can one fully assess this condition. So, how might the SAT assess this? For the purposes of Tier 2 (the SAT Child Study Process), the team needs to explore the following questions to make that determination:



- Has the student had no prior schooling?
- Has the student experienced extended periods of no schooling (frequent moves, runaway, absences, truancy, illness)?
- Has the student not received appropriate instruction that matches student needs, readiness, or learning style?
- Has the student been uncooperative with the classroom teacher?





(6) Learning Style, Teaching Methods, and Teaching Styles

The ways students prefer to learn and the way teachers teach contributes to achievement and success in the learning environment. There has been a great deal of work on *learning styles* over the last two decades. The concept focuses on manipulating the school environment and varying teaching strategies to address the method by which an individual acquires and processes information. An individual’s preference for any method may be strong, moderate, or mild. Teachers can use learning style assessments to measure patterns by which individual students learn. Visit www.learning-styles-online.com and www.learningstyles.net to learn more or access online training. Typical styles are shown below.

Methods of Acquiring	Methods of Processing
<ul style="list-style-type: none"> ▪ Visual—prefers written word, pictures, charts, demos ▪ Verbal/Auditory—prefers spoken word ▪ Tactile/Kinesthetic—prefers “hands on” ▪ Combination—Ex: Visual/Verbal 	<ul style="list-style-type: none"> ▪ Active—likes to do something physical with the information like discussing or applying it; likes group work ▪ Reflective—likes to analyze, observe, and think quietly; likes to work alone ▪ Sequential—likes to gain understanding of the big picture in logical, sequential steps ▪ Global—likes to see the big picture before mastering details ▪ Sensing—likes facts, details, and problem solving ▪ Intuitive—likes discovering possibilities, innovation, real world connections; dislikes memorization or routine

By contrast, *teaching methods* are the instructional approaches a teacher uses to deliver information. The list is infinite, but common teaching methods include the following:

- Lecture
- Small group
- Center-based
- Discovery-based
- Project-based
- Individual
- Quiet, independent study
- Cooperative or collaborative learning
- Lecture with discussion
- Large group
- Demonstration
- Problem-based
- Schema-based



In addition, each teacher has his or her own *teaching style* that comes into play in the teaching-learning environment. Teaching style is the manner in which a teacher



generally manages instruction and the classroom environment. It may reflect the teacher's personality. Or, it may be style that a teacher chooses to use depending upon student need.

Five typical teaching styles can be described are as follows:



Teacher-centered—The environment and/or or lesson is highly structured and controlled. The teacher presents the content and students receive it, but they may not be very actively involved.



Model/Coach—The teacher is very structured and the classroom is still teacher-centered. However, the environment and/or lesson might include demonstration and the teacher encourages independence, participation, and performance in students.



Tolerant/Facilitator —The teacher may appear to be more permissive and more social interaction exists in the classroom. The classroom may appear loose and unstructured in how lessons proceed and how students interact. On the other hand, a closer look *might* also reveal that, despite its loose appearance, the class is student-centered, students are learning independently and collaborating, and the teacher serves as more of a facilitator.



Relaxed—The teacher may not have clear expectations for behavior and/or learning or may be still learning how to set them. The class may not appear to be either teacher- or student-centered.



Overlapping—The teacher's style appears flexible or inconsistent. This may be a conscious strategy using two or more styles in an attempt to match learning styles, or to keep students engaged and controlled. On the other hand, the teacher may be still seeking an effective style.



When trying to discern the teacher's style, consider the following questions:

- Does the teacher have clear rules and expectations?
- How much movement is tolerated in the classroom?
- How much talking or interaction among students is encouraged?
- How does the teacher spend most of his or her time?
- How does the teacher interact or “work the room” with students during a lesson?
- Does the teacher use praise or feedback? If so, how?
- How does the teacher differentiate to respond to diverse student learning?
- How do the students respond to the teacher and the lesson?
- How is the classroom furniture arranged?





While it might be challenging to look at how learning styles, teaching methods, and teaching styles intersect for a particular student, it is crucial that the SAT contemplate them together to see how they might conflict or align for the struggling student and/or for a teacher who may need support. A mismatch may significantly contribute to underachievement. A classroom observation by someone besides the teacher may be necessary in order to complete this analysis. The **Student Observation Form** on page 177 guides the observer to note both the student's and the teacher's activities in the classroom. This can provide valuable information for understanding the nature of the student's problem and will assist the SAT and the teacher with planning for the student's individual SAT intervention plan.



If the SAT is uncomfortable having one of its members do the classroom observation, then it might ask an administrator to do it and provide input to the team, as appropriate.



Step 6: SAT Summary, Synthesis of Information



This is the pivotal step for the SAT. In a process similar to piecing together a puzzle, the SAT now examines and attempts to fit together the information until patterns and some kind of picture about the student begin to emerge. Using the **SAT Summary Form** as documentation of a root-cause analysis (page 179), the **Recorder** fills in the information as the process of synthesizing (that is, relating knowledge from of a variety of sources) and discussing the information about the student progresses. Again, the team needs to keep in mind and make a determination about **the impact of each element on the student's learning**. In areas where the student does not demonstrate a challenge, there might be a positive impact on learning. This, too, should be noted. Any strengths that emerge may be useful in designing a plan to help him or her succeed in overcoming the challenging area(s).



Step 7: SAT Summary, Next Steps

The team, which includes the parent, discusses its insights and builds one or more hypotheses about why the student is struggling. Any hypothesis is stated in measurable terms. Avoid defining challenges with accusatory or judgmental words. When the team has agreed on the likely or probable factor or factors that are contributing to the challenge, the recorder documents the team's **Insights and/or Hypothesis** on the **SAT Summary Form**.





At this point, the team is ready to map out **Next Steps**. The SAT then makes the most appropriate of the following three decisions:

1. The student appears to need no intervention at this time.
No action or plan is necessary.
2. The student's challenges suggest that a SAT Intervention Plan or BIP is warranted.
3. Existing data is insufficient for a complete determination.
More information is needed.



In the case of decision #3, the team needs to keep in mind that the quality of the "information harvest" from Step 5 affects whether or not the team has enough information to adequately complete its study of the student. If the team feels that there is insufficient existing data, it may want to do further screening or assessment. After obtaining new or additional information, the SAT meets again and begins the child study process once more at Step 2.



Notes:

- Simply stating on the SAT Summary Form that the "student has a disability" is not an appropriate hypothesis or decision.
- *Parent consent is required before taking any action involving a student that is not taken for all students.* In other words, the team must get written consent in order to do additional screenings or assessments that not all students take. If the team does not already have permission on the parent notice/invitation form, the parent can give it during the meeting. If the parents are not present, the team must send its request to the parents for their consent and signature before further action.



Step 8: The SAT Intervention Plan

Interventions are changes made to enable the student to meet grade-level standards in the regular education classroom. Tier 2 interventions are team developed. They are targeted, individual interventions, and provided individually or in small homogenous groups in a specific area of need. Tier 2 interventions are provided in addition to the high quality core instruction and universal interventions already received in Tier 1. In the case of a student demonstrating behavioral problems, the plan will take the form of a **Behavioral Intervention Plan (BIP) (page 191)**.



Once the SAT has formed a hypothesis about what is causing the student to struggle, the entire team, including the parent, works together to consult available resources and/or brainstorm ideas for how to intensify and/or supplement Tier 1 interventions to enable the student to be successful. The facilitator asks the team for possible strategies or resources that could be implemented **in the individual classroom and the school environment, as well as at home or in the**





community, if necessary. The recorder should note all suggestions. The team should make no judgments for the moment.



Tips for Evaluating and Choosing the Most Appropriate Interventions

Now the team evaluates each suggestion and selects the actions that have the most potential for success. Below is a suggested decision-making strategy and script for evaluating interventions:



1. First, quickly review data related to the success or nonresponsiveness to any of the Tier 1 universal interventions, and then set a measurable goal for the student for the next 9 to 18 weeks towards the grade standard.
2. Discuss intensifying the *frequency and/or duration* of the current Tier 1 interventions and if this could benefit the student.
3. Discuss if the student could benefit from reteaching of the core subject with more opportunity to practice.
4. Discuss if replacing the core program with materials designed to be “intervention” materials would be appropriate.
5. Discuss what other components of the core program or environment might be altered to assist the student in reaching the grade standard or behavioral goal. Examples: teaching style, learner preference, classroom environment, instructor quality (classroom teacher vs. a specialist). See also “Alterable Instructional Components” on page 97.
6. Discuss if the intervention strategy needs to happen in the classroom or if the student needs to participate in a small instruction group (i.e., standard protocol intervention group) established by the SAT. (See page 99.)



Now, assess the ideas by using these discussion questions.



- Which intervention directly addresses the challenge?
- Which intervention directly addresses the grade standard or benchmark?
- Which of the six special considerations (pages 51 to 61) may have an impact on the student’s learning and how can they be addressed?
- Which strategy is least intrusive, natural, and feasible?
- Which intervention is considered to be research-based, peer-reviewed, and of high quality?
- Is it a reasonable expectation of the person/people implementing it?
- Is it positive, not punitive?
- Does it build in some way on the student’s strengths?
- Is the intervention measurable in some form?
- Would it have any positive or negative effect on other students?
- How can staff who are implementing the plan be supported?
- How can the family be supported and/or involved in the interventions if appropriate?





Based on the answers to these suggested questions, the group can decide to eliminate an idea or to “star” it for further consideration. Then, from among the “starred” ideas, the team chooses one to three interventions that have the best chance of being effective for the student and are the least intrusive to others. (Any more than three interventions present a challenge with implementing them with fidelity.) If none of the suggestions emerges as appropriate, the team needs to repeat the brainstorming process to generate additional possible strategies.



Once interventions have been selected, the team determines their frequency and duration. It is recommended that if the SAT Intervention plan calls for time over core subjects, then the student receives sessions 2 to 5 times a week, each session lasting 60 to 90 minutes, **as determined by the SAT**. The SAT also establishes a close-ended implementation time. This will **vary according to the type of intervention and the individual circumstances, but at least 9, but no more than 18, weeks is required to ensure that interventions have time to take effect**. The duration of the interventions can be shortened (ex: five to eight weeks) or a round of them may be repeated as determined by the SAT and student’s response.



The classroom teacher typically implements the SAT Intervention Plan. However, the SAT Plan interventions may also be implemented in collaboration with a specialist, an intervention teacher, or an educational assistant under the direct supervision of the classroom teacher, as determined by the SAT (which includes the classroom teacher).



Possibilities for interventions are endless, but like the core program, they need to be research-based. For more information and resources, see page 96 for **About Interventions**. For behavioral interventions, see **Addressing Student Behavior** on page 106.



Tier 2 Progress Monitoring

At Tier 2, it is recommended that a student’s response to the interventions be progress monitored **in 2-week increments or as determined by the SAT, and then graphed**. Using 2-week increments over a minimum of 9 weeks will give the team at least 4 to 5 data points, which is considered to be minimally predictive to determine if there is positive trend in the student’s learning. Please see **Universal Screening and Progress Monitoring** on page 111 for more information.



Completing the SAT Intervention Plan Form (page 184)

When the team has selected one to three appropriate interventions, the group identifies and documents its decisions about how they will be carried out:



- Who is responsible for implementing each intervention and documenting that it was delivered as intended?
- What, if any, special materials, resources, or training are needed?



- What time period is reasonable for implementation of the intervention?
- What time period is reasonable for the intervention to have an observable effect?
- What progressing monitoring method will the SAT use to measure student response? (See page 111 about **Universal Screening and Progress Monitoring.**)



- How and when will the student’s response to the intervention be measured (progress monitoring)?
- Who will monitor the student’s progress?



Remember: If any tests are needed outside those given for universal screening or classroom assessment to all students, the team must get prior written parental consent. For example, the SAT cannot conduct a test on an individual student such as the Wide Range Achievement Test (WRAT-3) without **prior written parent consent**, since the test is not given school-wide.



Assign responsibilities and time lines for providing materials or training to teachers to implement an intervention, for contacting outside resources, and for progress monitoring and documenting the progress



The **Recorder** completes the written plan, such as the **SAT Intervention Plan** form on page 184, to document the accommodations/interventions, who is responsible, the time period, the desired outcome, and how the success of the intervention will be measured. A highly-recommended final step is to have each team member sign or initial the form to document his or her presence and participation.



Ending the SAT Meeting



The **Facilitator** ends the meeting by briefly restating what has been decided, and delineating responsibilities for implementing interventions and tracking student progress. (See **Intervention Progress Report and Follow-Up Form** on page 194.) If the SAT needs to take other actions, such as requesting additional tests or contacting a specialist, the facilitator identifies the individual(s) responsible for the tasks. He or she should then thank all the members for their participation and ask the group to reconvene **at a specified time**. An actual date is best, but identify at least a narrow range (e.g., *in 6 to 8 weeks* or *at the end of the grading period*). Vague phrases such as *at a later date* or *as needed* do not convey true commitment to follow up on a student and are not an appropriate way to design and carry out an SAT intervention plan.



Note: If a parent refuses the school’s offer for Tier 2 SAT interventions, the parent should notify the school in writing, and the school should maintain that notification in the student’s cumulative file.



SAT Follow-Up

The **SAT Chairperson** is responsible for following up on the SAT intervention plan. This may involve “checking in” with those who have been entrusted with implementing interventions, arranging for materials or training, or working with an outside specialist or community resource. This person also collects and safeguards the confidentiality of all documents related to the case. Finally, he or she is responsible for contacting parents and other team members to schedule the follow-up meeting.



The primary purpose of the follow-up meeting is to review the progress monitoring data. **See page 121 for links to IRIS Center RtI Case Study Units that the SAT can use as professional development to prepare the team for this responsibility.**

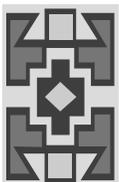


The **Intervention Progress Report and Follow-Up Form** (page 194) can be used for this meeting. The facilitator begins by reviewing the **SAT Meeting Summary** (page 179) completed at the initial meeting. The team analyzes available data, and discusses what happened (and did not happen). Each team member (including the parents) is encouraged to give his or her input and observations. Together, the team evaluates the actions taken previously and makes recommendations for a revised SAT Intervention Plan, or any other necessary next steps based on the effectiveness of the plan. If the intervention is deemed successful, the student may stay with a SAT Intervention Plan for an specific time or be returned to core instruction practices in Tier 1, as determined by the SAT. (See Tier 2 Flowchart: page 77, Step 7.).

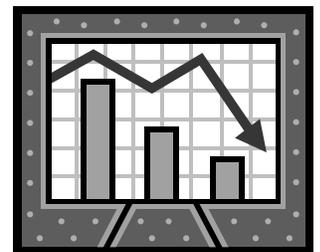


Decision Rules—Tier 2 to Tier 3

Clearly, the SAT shoulders the responsibility for making critical educational decisions. The team must consider each case individually. Based upon a systematic analysis of the progress monitoring data for each student on their caseload, SATs determine which students are not yet demonstrating evidence of meeting goals (or are highly exceeding them). How *does* the SAT decide the course of action that is most appropriate for an individual student? Perhaps one or more of the following conditions exists:



- The student has been unresponsive to a first or second round of Tier 2 interventions that have been delivered as planned. Would another round of different or continuing interventions assist the student?
- The SAT analyzes progress-monitoring data and sees that the student has not demonstrated a significant positive response to the SAT Intervention Plan. This means the data from CBMs and other progress monitoring tools show that the student demonstrates a substantial pattern of flat or declining scores, and below minimum acceptable rates of progress in academics or social skills in comparison to peers (i.e. low rate of progress).





- Despite the SAT Intervention Plan, the student consistently demonstrates **significantly low achievement** on district short-cycle assessments or the New Mexico Standards-Based Assessments (NMSBA) in comparison to peers.
- The student has a clear disability or has a disabling condition that significantly restricts a major life activity, long or short term.



If one or more of the above conditions exist, SATs may consider initiating referral for a comprehensive multidisciplinary evaluation to determine whether a student is eligible for special education services, a Section 504 Accommodation Plan, or an alternative program that may better meet his or her needs.



The **Student Intervention Fidelity Checklist** on page 140 can assist the SAT in determining if the interventions were delivered with fidelity prior to referral. **The SAT must be careful not to unduly delay referring to Tier 3 a student who may have a highly-suspected or obvious disability or giftedness, or one who is in a clear academic or behavioral crisis.**



If a student is formally referred to Tier 3 and the request is accepted, then the school's special education evaluation procedures are followed. At that time, the SAT provides documentation and data from Tiers 1 and 2, and the student's SAT history to the educational diagnostician.



The educational diagnostician can expect the file of a student who is referred for a multidisciplinary evaluation will contain evidence of



- the SAT child study process conducted by the school's SAT;
- scientific-based evidence supporting the instructional practices and Tier 2 curricular choices for interventions;
- active responsibility by general education to document sustained efforts to implement appropriate instructional strategies and interventions (such as, differentiated instruction) delivered by qualified personnel from Tiers 1 and 2;
- repeated assessments at reasonable intervals using valid and reliable instruments with data showing the student's level of achievement over time;
- high fidelity of implementing interventions and instructional strategies; and,
- progress monitoring data gathered from curriculum-based measures showing that the student demonstrates a substantial pattern of flat scores, or not showing minimum acceptable rates of progress in comparison to peers when classroom interventions were applied. That is, the interventions did not normalize the student's performance over time. Or, that the student highly exceeds progress of peers.





This may not fully apply to situations where an evaluation is requested due to a crisis, obvious disability (or giftedness), or parental request. In those cases, the SAT uses professional judgment rooted in existing file information and data to make an appropriate referral.



Notes:

- Using data from progress monitoring does not replace the need for a comprehensive evaluation if the student is referred for an evaluation. Moreover, an eligibility determination cannot be solely based on data from interventions and progress monitoring.
- If the student is determined to be ineligible for Tier 3 (special education), then he or she must be referred back to the SAT for further Tier 2 support using the evaluation data, and/or referred to another program such as Section 504, Title I, Bilingual Education, or Indian Education, as appropriate. A student with identified needs should not be left without an intervention process.



General Implementation Tips for Tier 2

- Students can be served in and out of Tier 2 as needed. When performance can be maintained with universal interventions, the student may be exited from Tier 2 supports and continue with Tier 1 instruction/programs as determined by the SAT.
- Students may be served with Tier 1 instruction for some core content areas and Tier 2 in others. For example, a student might be receiving a BIP (Tier 2) for problematic behaviors, but if academics are not affected, the same student will be served in Tier 1 for core subjects.
- The school may wish to consider flexible scheduling, regrouping of students, staff consultation time, and team teaching within the school or grade level to accomplish both Tier 1 and Tier 2 services. Some schools utilize blocks of time (sometimes called *tier time* among staff) set aside each day to address different levels of service, accommodate different learning or teaching styles, and allow fluid movement between groups. Call this time something inoffensive to students and something other than *tier time* so that students do not sense a hierarchy of ability. Do not mistakenly use the terms *Rtl time* or *Rtl class*.
- Teachers and other instructional staff need time on a regular basis to share what works with the students they collectively teach, as well as to collaboratively plan.
- Look for ways to appropriately bring in others to support licensed staff with the provision of Tier 2 interventions—trained, supervised educational assistants, student teachers, and trained, supervised volunteers (retired teachers, parents, graduate students).



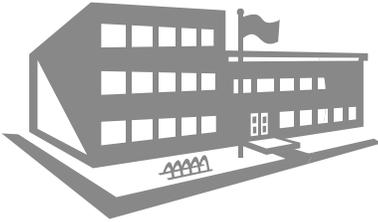


- SAT records are maintained in accordance with the state’s education record retention rules at 1.20.2 NMAC.

<http://www.nmcpr.state.nm.us/nmac/parts/title01/01.020.0002.htm>



Tier 2 Implementation for Middle and High Schools



The process of assessment, intervention, and progress monitoring in an Rtl framework is applicable at any age and in any subject area in New Mexico's public schools K to 12. Learning issues emerging for the first time for a student at the middle and high school level are also likely to be related to study skills, focus, motivation, poor



attendance, and so on, rather than solely associated with difficulty in a specific skill area such as reading or math. A study in Chicago Public Schools found that a student who has good attendance and successful in his or her freshman year is 3.5 times more likely to graduate than a student who is not successful. http://ccsr.uchicago.edu/content/publications.php?pub_id=116. This underscores the need for early intervention at the secondary level, or continued intervention as the student transitions from middle to high school as **prevention to truancy, behavioral problems, dropout, as well as increasing graduation rates.**



Elementary schools can usually schedule time for interventions within the classroom or grade level in a basic fashion. However, middle and high schools are very different places, and the dynamics for implementing a SAT and intervention time present a different challenge.



- Middle and high schools teachers also need to differentiate instruction within their classes, as necessary, in order to address varying student abilities.
- It is likely that a high school will need more than one SAT—perhaps one for each class (freshman, sophomore, junior, senior).
- Age-appropriate interventions will need to be identified that work across subjects areas.
- Typically, middle and high schools use elective classes as “intervention classes” across core math or literacy subjects for students who are receiving small group or individually-prescribed Tier 2 (SAT) supports. The function of the intervention class is to provide a smaller class with perhaps 6 to 10 students per teacher, explicit instruction, reteaching, and/or coaching in content, strategies, and skills to ease the learning challenge so struggling students can keep up with and achieve in their core classes. An intervention class also offers more opportunity for students to practice and provides appropriate motivators for them to regulate their attention, attendance, and behavior, as well as participate in their own progress monitoring to track their own gains. Formats, such as a class-within-a-class, a lab, a before- or after-





school program, and team teaching are other options for schools to consider when developing an intervention class. High school credit issues must also be decided.



- Interventions at this level require that **staff change roles and practices** to work across subjects or levels to develop structured class content and set practices (often called a standard treatment protocol) for these kinds of classes. Staff also need to work together to braid some of the same kinds of differentiated instruction and effective learning strategies into the core and elective classes, plan for ongoing staff “talk time” to maintain connections between core and intervention instruction, and plan appropriate progress monitoring. Important—the school can name an intervention class anything it wishes, but it is not appropriate to label it an *Rtl class* or refer to the teacher as an *Rtl teacher*.



In any event, middle and high schools need to scale up their local implementation plan efforts in order to be ready for students and parents who have been accustomed to a tiered model of service delivery at elementary feeder schools.



What are some evidence-based recommendations for improving adolescent literacy?



1. Provide explicit vocabulary instruction.
2. Provide direct and explicit vocabulary comprehension strategy instruction.
3. Provide opportunities for extended discussion of text meaning and interpretation.
4. Increase student motivation and engagement in literacy learning.
5. Provide trained specialists to deliver available intensive and individualized interventions for struggling readers.



For more on these recommendations, please see the following:

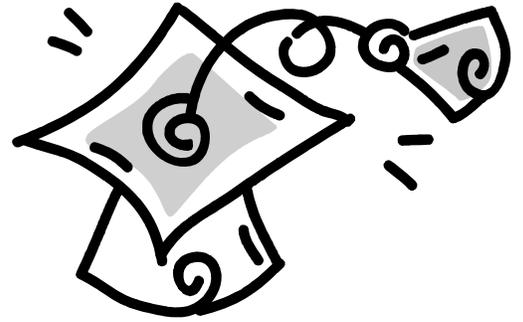
Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., and Torgesen, J. (2008). ***Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide*** (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.





How do Next-Step Plans required for high school students in New Mexico fit with Tier 2 interventions?

State statute at 22-13-1.1 NMSA 1978 requires that each student at the end of grades 8 to 11 will develop (in collaboration with the student's parents, the school counselor, or other school officials charged with coursework planning for the student) a **Next-Step Plan** that sets forth the student's personal post-secondary goals and high school coursework to achieve those goals. In the



case of a high school student who has been referred to the SAT or is already receiving SAT, the team needs to consider the following:



- The student's Next-Step Plan should be part of the review of student data in Step 1 of the SAT meeting and should include a review of any college and workplace readiness assessments.
- The school may determine that its SAT serves as the "school officials who are charged with coursework planning" for this student" and work together with the student and parents to develop the Next-Step Plan, along with any other necessary SAT interventions to create one cohesive plan.
- Next-Step Plans should be developed or revised to include any intervention classes prescribed by the SAT.
- Regardless of what school officials serve the student to develop his or her Next-Step Plan, the SAT needs to ensure that the student's SAT Intervention Plan and the Next-Step Plan are either combined into one cohesive plan **or** that the two plans are aligned and complement each other.

Notable articles that high schools may want to review for more for information about the Rtl framework at the secondary level are the following:

Burns, M., "**Response to Intervention at the Secondary Level**" (part 2), *Principal Leadership*, March 2008. Retrieve at link at www.principals.org

Barton, R., and Stepanek, J. "**Three Tiers to Success**" (High School), *Principal Leadership Magazine*, April 2009. Retrieve at link at www.principals.org .



Canter, A. et al., “**Response to Intervention: The Future for Secondary Schools**” (part 1), *Principal Leadership Magazine*, February 2008. Retrieve at link at www.principals.org



Duffy, H., “**Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention,**” a brief from the National High School Center at the American Institutes for Research, http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf



Shinn, M.R. (2008). “**Implementation in Secondary Schools**” In Fernley, S., LaRue, S. D. & Norlin, J. (Eds.). *What do I do when: Answer Book on Rtl.* (pp. 8:1-8:17). LRP Publications, Arlington, VA. www.lrp.org



Tiered Intervention at the High School Level. A question-and-answer article by Lou Danielson at National High School Center website. http://www.betterhighschools.org/expert/ask_tiered.asp



Check out this link at the National Center on Response to Intervention for topics for middle and secondary schools, as well as information about the **High School Tiered Interventions Initiative**:



http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=27&Itemid=149



Tier 2 Implementations Considerations for English Language Learners (ELLs)

- Even though students are already being served in English as a Second Language (ESL) programs, they can be referred to the SAT for supplemental support.
- However, a SAT referral for a student identified as an ELL presumes that he or she has had an adequate opportunity to learn through receiving culturally and linguistically responsive quality instruction in Tier 1, and still demonstrates low literacy skills in both L₁ and L₂. It is not feasible or appropriate to serve all the school's ELL students in Tier 2 services.
- Include a trained a Bilingual/ TESOL-endorsed individual on the SAT for the student identified as ELL, and have that individual be involved in the design of interventions and interpretation of the students' responses to those interventions.
- In conducting the child study process for an ELL student, the SAT needs to ensure it discusses the following:
 - ✓ What is the student's level of acculturation?
 - ✓ Does the student need assistance with adaptation to the non-native culture?
 - ✓ What is the student's current proficiency in L₁? In L₂?
 - ✓ What are the student's current language strengths in L₁? In L₂?
 - ✓ What can be provided to give the student a strengths-based learning environment?
 - ✓ Does the student also need bilingual support in content areas, also?
- Interventions should be provided in the student's native language in conjunction with English interventions.
- Interventions should simultaneously support learning while promoting English language development. That is, do not wait for the English to catch up to before providing appropriate literacy instruction or academic English.
- Tier 2 interventions need to continue to be culturally and linguistically responsive, and appropriate.



- Tier 2 interventions for students identified as ELL may need to last for a considerable period as significant gains take time.
- Refer to this resource. Vaughn, S., & Ortiz, A. “**Response to Intervention for English language Learners.**” This article provides information on universal screening, progress monitoring, and implementation tips for each tier. <http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage>
- Use progress-monitoring tools that assess skills in the language in which the student has been taught.
- Consider integrated service provider options for portions of the student’s SAT Intervention Plan that might include one or more of the following:
 - ✓ Consultation—between a monolingual teacher and a Bilingual/ESL teacher
 - ✓ Paraprofessional support—a bilingual education assistant works in the classroom with a monolingual teacher
 - ✓ Team teaching—a monolingual teacher teams with a Bilingual/ESL teacher





Tier 2 for Bright and Potentially Gifted Students

Advanced learners and gifted students can be found in all student populations regardless of race, socioeconomic status, or English language proficiency. The Rtl framework is well suited to providing appropriate interventions for students who are learning beyond the general curriculum (e.g., advanced learners who need additional challenge or higher-level thinking skills). In some instances, a student’s true abilities are not recognized so they may not receive appropriate educational services, and then show underachievement or social skill challenges. Research shows that gifted students who are not recognized, formally identified, nor placed in a gifted education program may begin to develop at-risk behaviors in the third grade or even earlier. The intervention process for these students begins in Tier 1 through differentiated instruction, tiered assignments, and/or curriculum compacting.



Determining the need for a referral for evaluation for Tier 3 gifted education services generally starts with the SAT child study process. However, in districts that have applied to the PED and are using state-approved alternative gifted assessments for students with certain “factors,” state rule allows for a bypass of the SAT process. Please seek guidance from the manual listed on the next page, or from the state’s contact for gifted education in the PED’s Humanities Bureau for more information on the use for alternative protocols, as set forth in state special education rules.



In the case of a student exceeding grade-level expectations, universal screening and/or progress monitoring and other data may show a faster rate of progress, exceptional strength in one or more particular areas, and/or overall high achievement. However, some potentially gifted students may also exhibit strange interests or vocabularies that are out of touch with peers, appear socially isolated, or even show underachievement or problematic behavior. So, the SAT needs to keep alert to these co-existing factors if a student is being considered for an evaluation for gifted education.



For students who exceed grade-level standards and/or show exceptional strengths, but do not qualify for Tier 3 gifted services, the SAT might determine that a SAT Intervention Plan is necessary. It could provide for appropriately challenging curricular content for a bright student, cross-age grouping, independent study, and/or curriculum compacting, as well as accommodations for his or her exceptional learning strength or factor.





For more information, please contact the PED’s Humanities Bureau and/or go to www.ped.state.nm.us. Look for “Gifted Education” under the A-Z directory.



- Public Education Department: ***Technical Assistance Manual for Gifted Education in New Mexico***



- New Mexico Association for the Gifted: ***Resource Guide for Parents and Educators of Gifted Learners***

Funding and Budgeting for Tier 2 Services



Implementing the three-tier model of student intervention requires school leadership and administrators to strategically reallocate human and capital resources, and budget around priorities in their local implementation plan. In addition to the suggestions and free resources contained in this manual, Tier 2 services, supports, and professional development may

be funded in a variety of ways with mechanisms that already exist:



- Operational funds
- School improvement funds
- Applicable grants or awarded state funds (Teacher Professional Development funds, Public School Reading Proficiency funds, etc.)
- Title I and Title III funds as allowed *
- Up to 15% Coordinated Early Intervening Services (CEIS) funds as allowed by IDEA and state special education rule. Federal guidance (page 17) provides that it would be **appropriate to use CEIS funds to support Tier 2**—supplemental, targeted intervention/instruction of students determined to be at risk for academic and behavioral problems K–12 (with emphasis on K–3).*
- The use of American Recovery and Reinvestment Act (ARRA stimulus) funds follows the same rules as the program to which it applies.

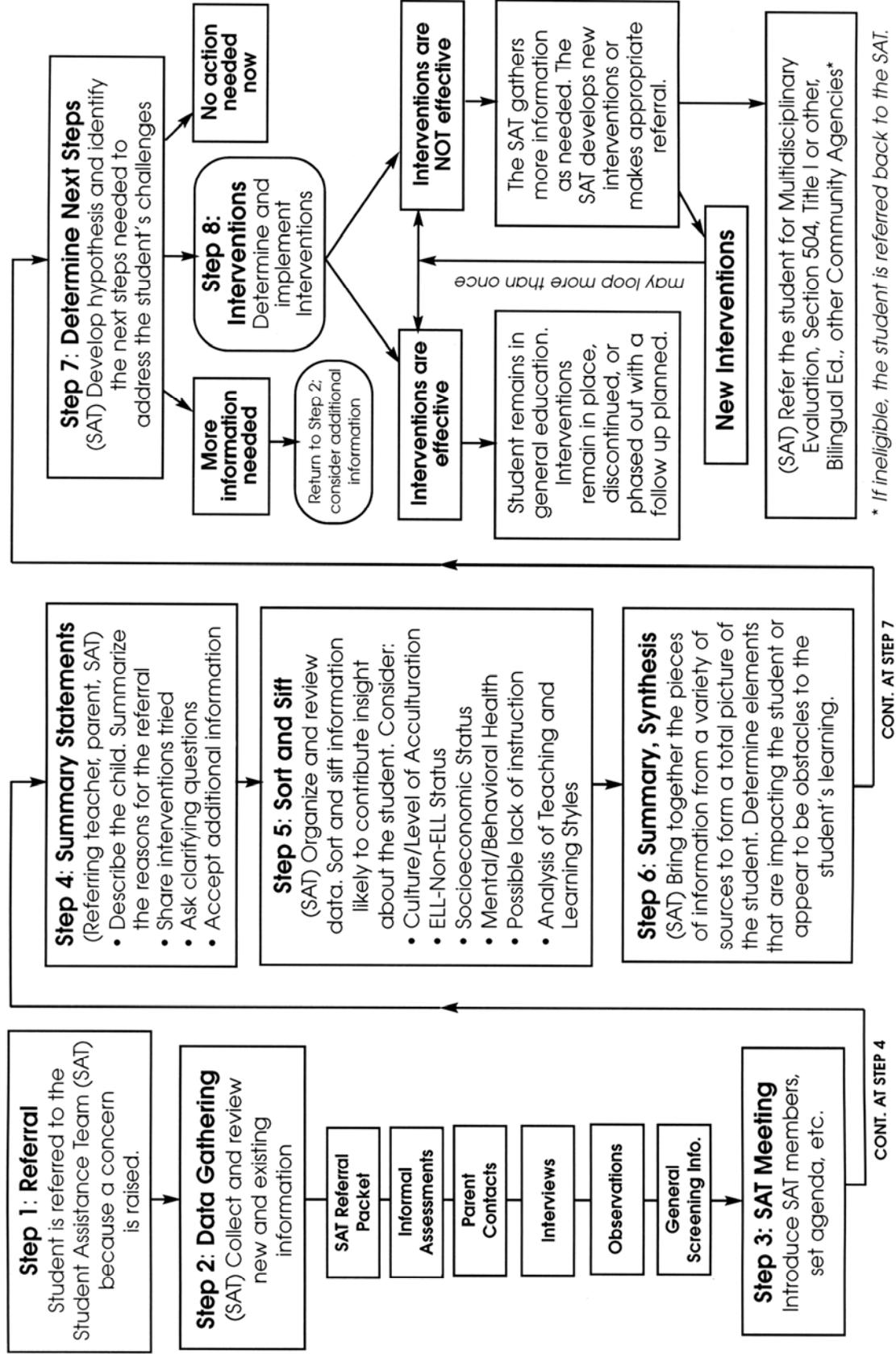


*It is important for schools to review the full guidance for use of federal funds related to Title I, Title III, and CEIS under an RtI framework.
See http://www.rti4success.org/edgov2/funding_presentation2.htm



Addressing Student Individual Needs

TIER II: The Child Study Process





Key Features of Tier 2

In New Mexico, Tier 2 is supplemental, individualized intervention for students who have not responded sufficiently to Tier 1 programs with universal interventions.



- ✓ **Providers**— Appropriately-licensed classroom teachers and/or specialists as determined by the SAT and documented in written SAT plan
- ✓ **Group size**— Individual or small homogenous group instruction as determined by the SAT. Recommend groups of 2 to 3.
- ✓ **Frequency of Interventions**— Determined by the SAT. If providing extra time over core subject, recommend sessions 2 to 5 times a week lasting 60 to 90 minutes.
- ✓ **Duration**— Recommend 9–18 weeks. Duration can be shortened or a round of intervention repeated as determined by the SAT and student’s response
- ✓ **Progress Monitoring**— In addition to short-cycle assessment schedule (universal screening), the SAT determines more frequent progress monitoring. Recommend weekly or bi-weekly (as determined by the SAT) and graphing of data.
- ✓ **Progress Monitoring Tools**— Student work samples, curriculum-based measures, behavior observation data collection, classroom assessments and/or observations
- ✓ **Decision Rules**— The SAT determines what indicators from more frequent progress monitoring show advanced mastery, mastery, satisfactory growth, the need for another round of interventions, or the need for more intense interventions.
- ✓ **Upon Mastery**— Student may continue with the SAT Intervention Plan or BIP, or be exited and continue with Tier 1 instruction/programs when performance can be maintained with universal interventions.
- ✓ **Funding**— Operational and school improvement funds, applicable grants and awarded state funds, Title I /Title III / Coordinated Early Intervening Services (CEIS) funds as allowed by IDEA and state rule. For federal guidance, see http://www.rti4success.org/edgov2/funding_presentation2.htm.
- ✓ **Service Target**— It is not feasible for more than 15-20% of a school’s students to be served by the SAT without compromising the SAT’s fidelity and the school’s delivery infrastructure. In the case of a school with many grades or high enrollment, it may need two Student Assistance Teams. A high rate of SAT referrals and/or retention recommendations suggest that the Tier 1 core program and practices need to be evaluated.
- ✓ **Professional Development Needs**— Tier 1 topics on page 42 plus: SAT procedures, characteristics of gifted students, functional behavioral assessment (FBA), behavioral interventions plans (BIPs), and behavioral interventions.





Other SAT Responsibilities



SAT Responsibility Regarding Retention and Promotion

Section 22-2C-6 NMSA1978 addresses remediation programs and retention policies. The law requires that schools implement a promotion/retention policy based on **three types of data**: statewide assessment, alternative district-level assessment, and student performance in school (grades).



The statute specifies the duties of the school and the SAT with regard to general education students in **grades 1 to 8** who are struggling and either face possible retention or have been retained. Specifically, the law states the following:



- ▶ Parents or guardians are to be notified no later than the end of the second grading period (first semester) that their child is failing to attain appropriate grade level **academic proficiency** (*defined as mastery of state content and performance standards for that grade level and as being measured by grades, performance on school district assessments, and other measures identified by the school district—not to be confused with term AYP*). A parent-teacher conference that includes the parent and teacher must be held to discuss possible remediation programs to help the student. Specific academic deficiencies and remediation strategies are to be shared with the parent and the teacher develops a written remediation plan containing timelines, academic expectations, and the measurements to be used to verify that the student has overcome the academic deficiencies. Remediation plans may include tutoring, extended day or week programs, summer programs, and other research-based interventions and models for student improvement provided by the district.



- ▶ **At the end of grades one through seven**, a student who has not attained the required level of **academic proficiency** established by the state’s content and performance standards may either 1) participate in remediation and, if he or she is able to reach the required level of proficiency through remediation (including summer remediation), be promoted to the next grade level, or 2) be retained in the same grade for no more than one school year with an Academic Improvement Plan developed by the SAT. If the parent refuses to allow the student to be retained, the parent signs a waiver stating that refusal and agreeing that the student be promoted with an Academic Improvement Plan (AIP) in place that addresses specific deficiencies. **In developing an AIP, the SAT is to outline timetables and monitoring activities to ensure progress toward overcoming the academic deficiencies.** If, at the end of that year, the student has not attained academic proficiency, the student is to be retained in that grade for no more than one year in order





to have more time to achieve proficiency. No parental approval is necessary. (See Flowchart, page 81.)

- ▶ **At the end of grade eight**, if a student has not attained the required level of academic proficiency for entering grade nine, the student shall be retained for no more than one school year, **unless** the SAT determines that retention will not likely help the student attain the desired proficiency level. If the SAT recommends promoting rather than retaining the student, the team must develop a high school graduation plan to meet the student’s needs for entry into the workforce or post-secondary education. If the student is retained in grade eight, the SAT must develop a specific AIP (see page 186 for a sample *Academic Improvement Plan* form) that clearly delineates the deficiencies and prescribes specific remediation that addresses the deficiencies. (See Flowchart, page 82.)
- ▶ **Any student** who fails to attain academic proficiency in the state’s content standards for two consecutive school years is referred to the SAT for placement in an alternative program designed by the district or charter school.
- ▶ **IMPORTANT:** Promotion and retention decisions affecting a student receiving special education services are made by the student’s IEP team (**not the SAT**) and in accordance with the instructional program provided by the IEP.

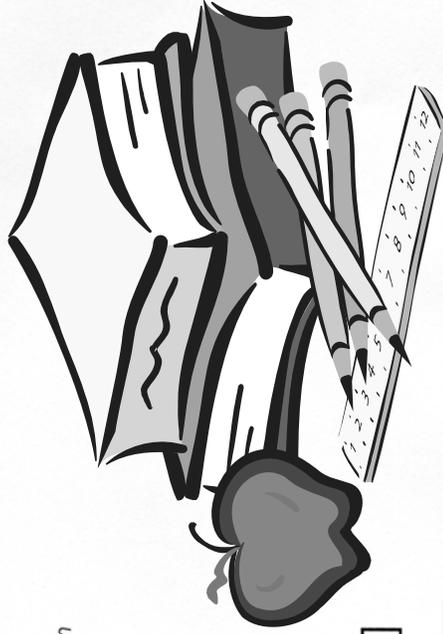
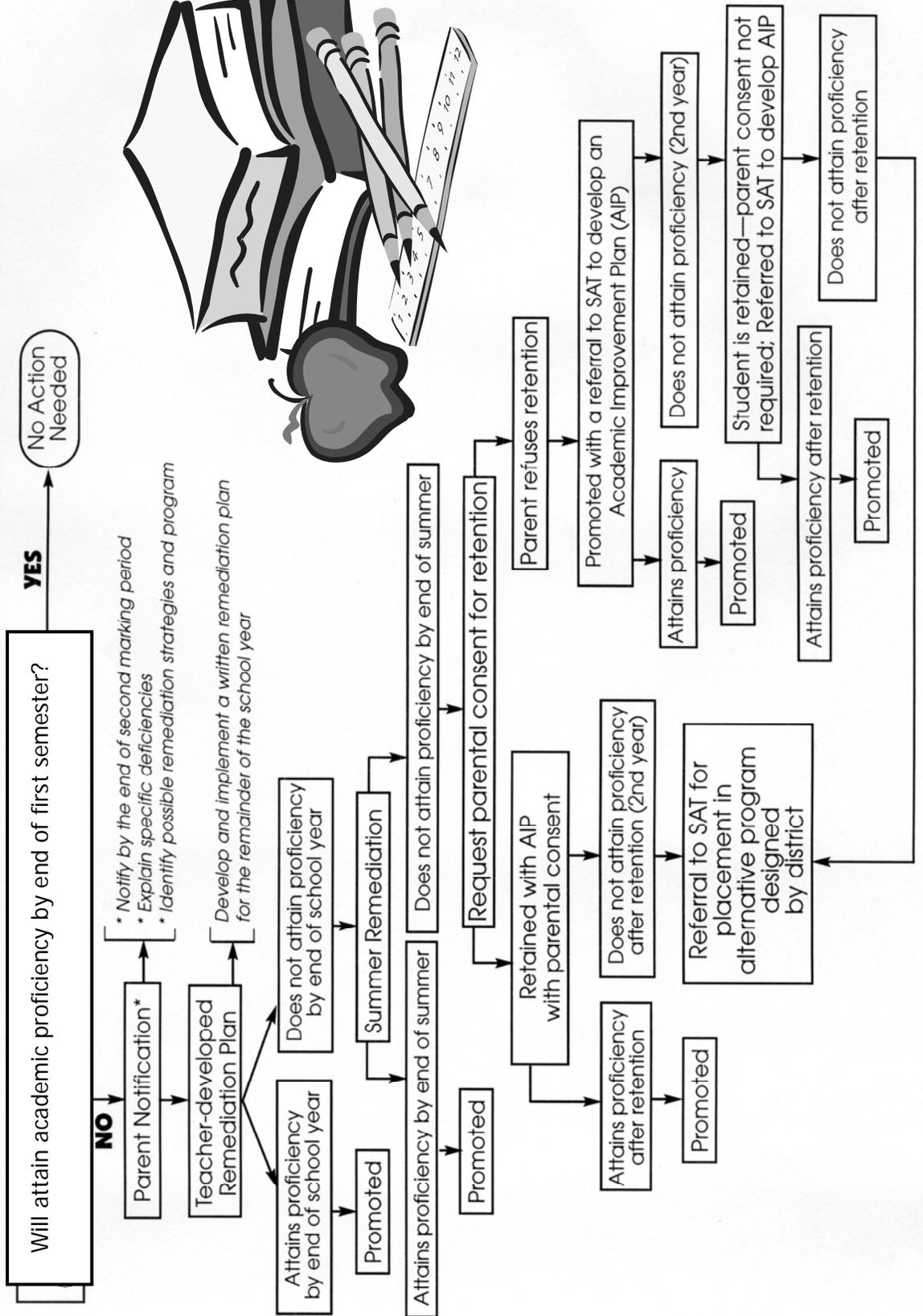
NOTES: *Although research does not support that retention provides students with long-term gains, the state statute specifically sets forth this possibility. However, the law also prescribes a series of intervening steps that seek alternatives to retention and are designed to address the specific instructional needs of the “failing” student in order to prevent retention.*

*In view of the SAT’s responsibility regarding retention and promotion, a recommended practice would be for the SAT to contact **all teachers** at the end of the **first** grading period to determine which students may already be failing to achieve grade level academic proficiency. This gives the SAT opportunities to locate students who may need to be referred to the SAT and/or to offer informal preemptive assistance to the teacher well before the end of the second grading period. This anticipatory action may not only reduce the number of student referrals to the SAT, but more importantly, may prevent some students from facing failure or retention at all.*



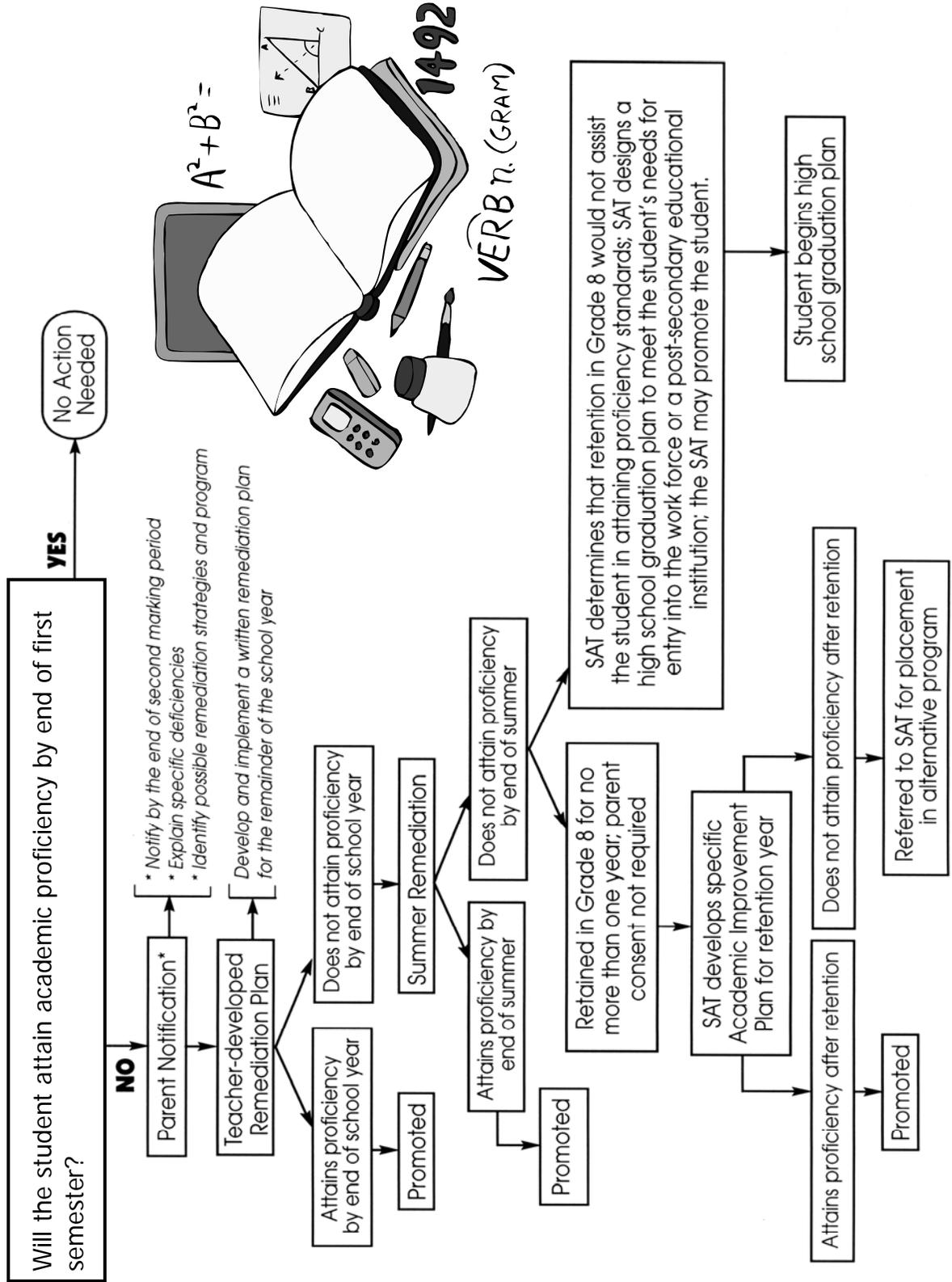
Addressing Student Individual Needs

Promotion and Retention Procedures Grades 1-7



Addressing Student Individual Needs

Promotion and Retention Procedures Grade 8





Section 504 Team and Accommodation Plan

Section 504 is federal civil rights law under the Rehabilitation Act of 1973. The U.S. Department of Education’s Office for Civil Rights (OCR) administers Section 504—not the State. Section 504 is the other service option available to students with disabilities, **but who are not eligible and/or already receiving special education services under the eligibility requirements of the IDEA (Tier 3)**. It is designed to provide equal access and fairness in general education to students with disabilities, thereby leveling the playing field for them. Under New Mexico’s three-tier model of student intervention, a Section 504 Plan is a Tier 2 service and/or support.



Under this federal law, the school is responsible for managing and funding this program/service. A student is eligible and **entitled to** a Section 504 Accommodation Plan if an evaluation shows that the individual has **a mental or physical impairment that substantially limits one or more major life activities and substantially affects the student’s overall performance in school**. The decision regarding Section 504 eligibility needs to be made with current evaluation data and by a group that is knowledgeable about the student, including the parents. Responsibility for developing a Section 504 Accommodation Plan should consist of a core group that includes the principal or administrator, referring and/or classroom teacher, school counselor, and parent—virtually the same as the core members of the SAT. **In fact, the SAT in many case is also the Section 504 team**. In addition to the core group, the Section 504 team should include personnel familiar with the laws governing special education and Section 504, so the district needs to seek additional training for its SATs through regional and federal resources, and SATs will need to review technical assistance manuals on these topics in order to fulfill this additional responsibility.



For more detailed information on the Section 504 Accommodation process, please refer to the New Mexico Public Education Department’s publication, *Section 504—Guidelines for Educators and Administrators* available at www.ped.state.nm.us Or, visit OCR’s website at <http://www.ed.gov/about/offices/list/ocr/index.html> and the link to *Frequently Asked Questions (FAQs)* document.



In order to help schools identify students who may qualify for Section 504 services, the New Mexico Public Education Department suggests these “red flags” as possible reasons for considering a referral for a Section 504 evaluation:



- ▶ when a student is evaluated for special education, but **does not** qualify for services under the IDEA
- ▶ when a disability of any kind is known or suspected
- ▶ when a student exhibits a chronic or recurring health condition
- ▶ when a student returns to school after a serious illness or injury



- ▶ when a student is referred for evaluation under the IDEA, but it is determined that an evaluation is not warranted



- ▶ when a parent frequently expresses concern about student's performance



- ▶ when long-term suspension or expulsion is being considered for any student to rule out a possible behavioral disability



- ▶ when retention is being considered



- ▶ when a student shows a pattern of not benefiting from instruction



- ▶ when a student is identified as having Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)



- ▶ when the student is or has been in rehabilitation for substance abuse



- ▶ a student has a parent with a disability (as the parent may need an accommodation to access the school environment or participate in decisions about their child's program)



In most cases, when a referral is made to the Section 504 team, the first step is to define the problem(s) raised by the referring person and to review what remedies have been previously tried. If the team decides that an evaluation is necessary, the school notifies the parents of its intent and reason for conducting an evaluation, explains the evaluation(s) to be done, and informs them of the procedural safeguards. **Section 504 law requires prior written parental consent before doing an initial evaluation.**



Following the evaluation, the Section 504 team considers all available data and determines if the student qualifies for a Section 504 Accommodation Plan. If so, the team develops accommodations for the student. (This is done in the same manner as the SAT procedures.) Ideally, the parents should be involved in the decision-making. Regardless of whether or not the parents are directly involved, Section 504 requires that districts provide notice to parents that explains any evaluation and placement decisions affecting their child, and that explains their rights to review educational records and appeal any decision regarding evaluation and placement through an impartial hearing.* *According to the U.S. Department of Education's Office for Civil Rights (OCR), **placement** refers to any program in which a student receives educational and/or related services.*



A sample Section 504 Accommodation Plan form is available on page 188. This form can serve as both documentation of the plan and parent notice/consent* to initiate services. Once implemented, a student's Section 504 plan needs to be reviewed *periodically* (which OCR has interpreted to mean *annually*). Though no law specifies a timetable, at the first meeting the



team should schedule a date for reviewing if/how the initial accommodations are working, and then should review the student’s progress and plan at least annually.



***Note about Section 504 Procedural Safeguards:** *OCR has interpreted Section 504 to require parental permission for initial evaluations. Districts may use due process hearing procedures to override parents’ denial of consent for evaluation. OCR accepts written consent as compliance. For initial provision of needed services, Section 504 neither prohibits nor requires a school district to initiate a due process hearing to override parental refusal to consent with respect to initial provision of Section 504 accommodations. OCR recommends following the IDEA, which no longer permits school districts to initiate a due process hearing to override a parental refusal to consent to initial provision of services. This means that under IDEA, if a district offers the service and the parents refuse, then the district is not in violation of the requirement to make the plan available.*



Local Policy: The SAT’s Possible Role in Determining Testing Accommodations for ELL Students



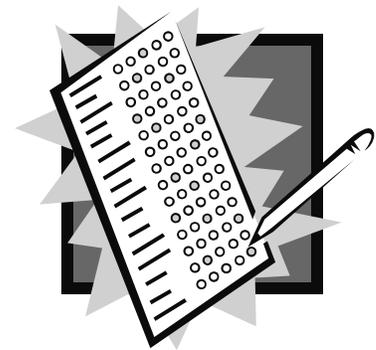
State rule provides that schools *may chose* to use its SAT as a team who purpose is to determine allowable test accommodations for the individual ELL student. *If* the SAT is used for this function, then the team **must** include at least three school staff who are familiar with the student’s abilities and language needs, standardized test procedures, and valid ELL test accommodations—otherwise another school-based team with this expertise is created for this purpose. Parents and the student are included on this team as appropriate. Written documentation of accommodations made by the team are stored in the student’s cumulative folder. See page 22 for the citation to the full rule for additional criteria. See this link for more information about test accommodations for the New Mexico English Language Proficiency Assessment (NMELPA) <http://www.ped.state.nm.us/BilingualMulticultural/index.html>.



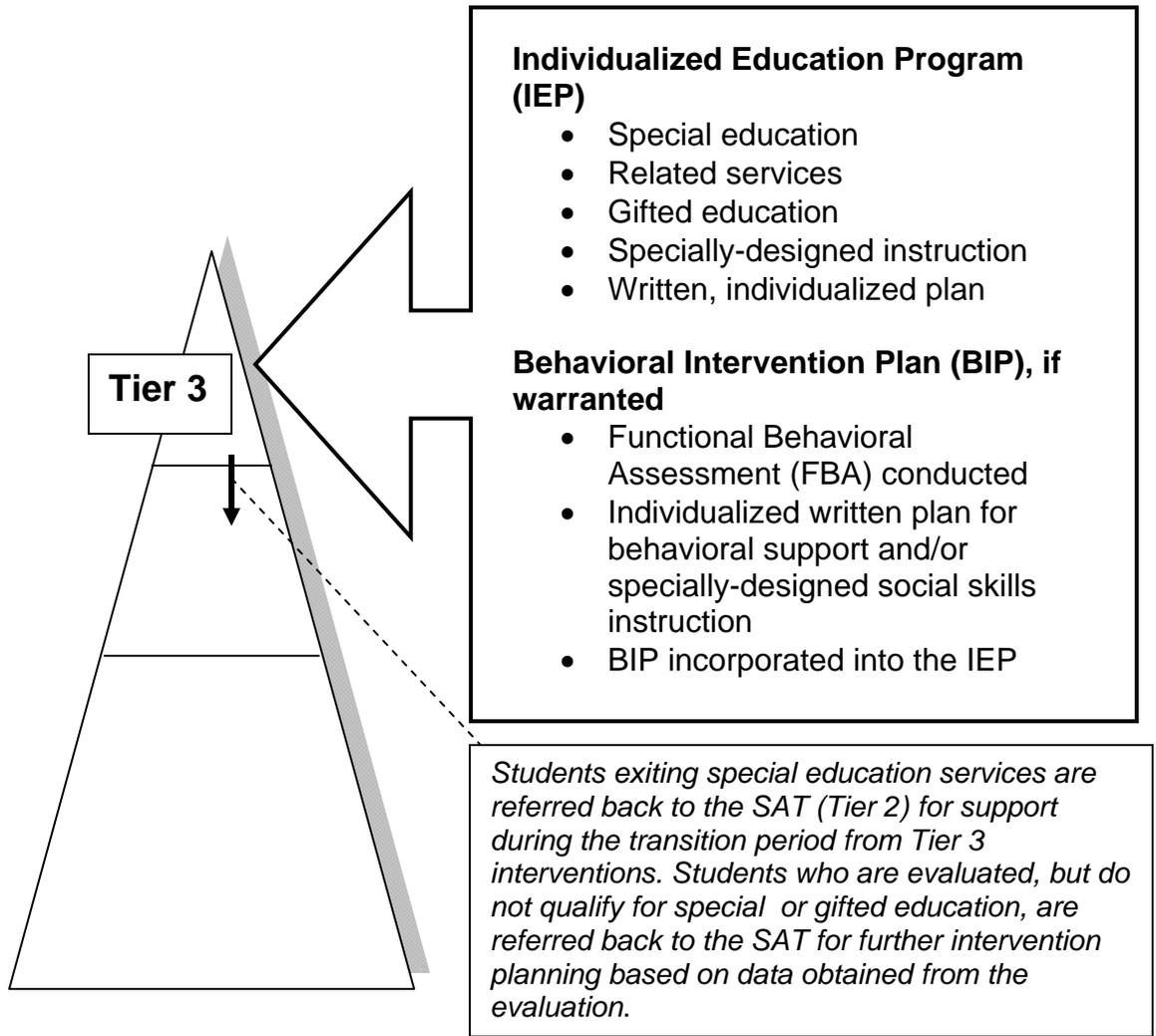
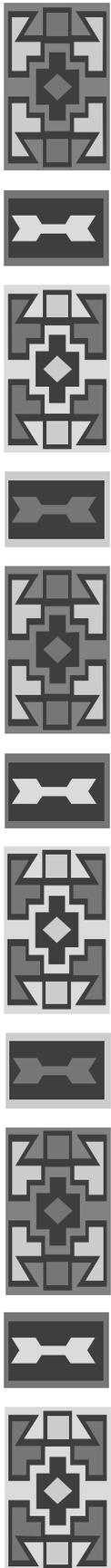
For students identified as ELL and being served on a Section 504 plan, the Section 504 team determines appropriate ELL and other test accommodations and documents them on the Section 504 plan.



For students identified as ELL and being served under an IEP, the IEP team determines any appropriate test accommodations and documents them on the IEP.



Tier 3—Special Education/Gifted



In New Mexico, the definition of **Tier 3** is **special education and related services** for students with identified disabilities under the federal Individuals with Disabilities Education Act (IDEA) and the state criteria of gifted. Students formally referred to Tier 3 first receive (with written parental consent) a multidisciplinary evaluation to determine their need for services at this level. In making the eligibility determination for Tier 3, the educational diagnostician and the group of qualified professionals who makes the eligibility determination will take into account data from the student's response to interventions tried and documented from Tiers 1 and 2.

Tier 3 Referral and the Multidisciplinary Evaluation Process

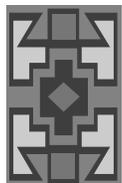
When an individual student is referred to the SAT because a concern is raised, the team members are responsible for collecting information about the student



and forming a hypothesis about the possible factors contributing to the student’s difficulties academically and/or behaviorally. The SAT first considers specific factors in three broad categories: general health and well-being, language proficiency, and academic achievement that were assessed through the universal screening and assessments at Tier 1. Then the SAT examines all other available data about the student, including results of progress monitoring. Based on its hypothesis, the SAT determines how the student’s needs may best be met through Tier 2 interventions, which supplement Tier 1 and are designed to intensify interventions so that the student succeeds in achieving grade-level standards. If, after carefully implementing designed interventions used within the regular education setting and analyzing progress monitoring data, the SAT determines that the student has not demonstrated a significant and positive response to intervention, or that the student’s needs fall outside the range of regular education, the SAT has several avenues of further referral. These program options include Title I, Indian Education, Bilingual Education, Multidisciplinary Evaluation for special education, Section 504 evaluations and accommodations, community agencies, or other programs and supports.



When considering referring a student for a Multidisciplinary Evaluation, the SAT must keep in mind that **the purpose of a Multidisciplinary Evaluation is to determine eligibility and possible need for special education and related services. A referral for this type of evaluation should only be made in cases where there is a crisis, obvious evidence of an exceptionality*, or when interventions have not yielded a significant positive response from the student and a disability is suspected. The Multidisciplinary Evaluation process is NOT a substitute for careful analysis and effort by the SAT to address the concerns and the student’s needs, or for the lack of fidelity in Tier 1 or 2 implementation.**



**To receive special education or related services, the student must meet the eligibility requirements as having a disability as defined by the IDEA or as gifted under New Mexico regulations. (NOTE: Eligibility cannot be based solely on the determination that the student has limited English proficiency or has had lack of appropriate instruction in math or reading.)*



The school must also be aware that under the federal Individuals with Disabilities Education Act (IDEA), parents may ask the school at any time to *consider* their request for a Multidisciplinary Evaluation, and that request is not conditioned upon a student advancing through services in the tiered model. The IDEA provides specific procedures for how schools need to respond to



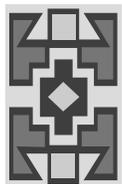
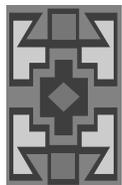
such a request in writing, and also sets forth dispute resolution options should the parents disagree with the school’s decision.



When a student is referred and accepted for a Multidisciplinary Evaluation, the first step is ensuring that the student’s SAT file is complete with data about documented interventions from Tier 1 and 2, and available to the educational diagnostician. Then the diagnostician performs the evaluation using criteria found in the *New Mexico Technical Evaluation and Assessment Manual (NM TEAM)* published by the Public Education Department, as well as in compliance with evaluation procedures in the IDEA and state rules for special education. This type of assessment requires the school to notify the parents in writing about the evaluation and obtain written parental consent prior to the evaluation. Then the student is evaluated in all areas relevant to the suspected disability/exceptionality. When testing is complete, the educational diagnostician writes a diagnostic evaluation report that includes findings, conclusions, and recommendations.



Following the formal assessment, a *qualified group of professionals* (as defined in the IDEA and often referred to as the Multidisciplinary Team–MDT) and the parent uses the diagnostic evaluation report to determine the student’s eligibility for special education and related services under the criteria of one or more of the 13 categories of disabilities as defined by the IDEA. Based on all information gathered, the eligibility determination group makes its decision. The three possible options are as follows:



- ▶ **The student is ineligible for special education or related services, but shows a need.** In this case, the student is referred back to the SAT, which takes into consideration new information and readdresses the student’s needs. The SAT may need to revise its hypothesis, redesign interventions that are more suitable, and/or pursue avenues of further referral or support such as Title I, Indian Education, Bilingual Education, community agencies, or other programs and supports.
- ▶ **The student is eligible, but does not show need for special education and related services.** In other words, the student may have a qualified exceptionality under IDEA criteria, but the group that makes the eligibility determination finds that the student’s exceptionality *does not* require specially-designed instruction which is the second prong of eligibility. If that is the case, the student remains in the general education program and is referred back to the SAT for consideration for a Section 504 Accommodation Plan. (See pages 79 and 188.)
- ▶ **The student is eligible and shows need for special education and related services.** In this case, the SAT’s role in the student’s program



ends. Instead, an IEP team (administrator, teachers, specialists, parents) convenes and designs a master plan for the student known as an Individualized Education Program (IEP) to provide what he or she needs academically and/or behaviorally, including an alternative curriculum.



The IEP is then implemented, and the student's IEP team reviews it as needed, but it must be reviewed at least annually. A reevaluation must be done at least every three years to determine continued eligibility for special education, unless the parents and the school agree that a reevaluation is not necessary under IDEA provisions. **See the Tier 3 flowchart on page 94.**

The Use of Progress Monitoring Data in an Rtl Framework for Evaluating and Identifying Students as Specific Learning Disabled

As a related prong of the Rtl framework, the Individuals with Disabilities Education Act (IDEA) of 2004 at 34 CFR Sec. 300.307 permits that public education agencies may choose to use progress monitoring data process under an Rtl framework **as one of a variety of measures** used in evaluations and eligibility determinations for specific learning disabilities (SLD). See page 24 for applicable laws. **However**, state special education rules set forth a mandate. Subsection C (1)-(2) of 6.31.2.10 NMAC provides that

- in identifying children with **specific learning disabilities**, the public agency may use the dual discrepancy model as defined and described in the *New Mexico Technical Evaluation and Assessment Manual* (NM TEAM) or the severe discrepancy model as defined and described in NM TEAM; and,
- **effective July 1, 2009, public agencies must implement the dual discrepancy model in kindergarten through third grade.**

Schools will continue to have the option of using either the severe discrepancy model or the dual discrepancy model for students in grades 4–12, though it is expected that the dual discrepancy model may be required at grades 4–6 in the coming years. Districts that have the foundational concepts of the Rtl framework embedded in a systematic manner may use the data gathered from interventions in Tiers 1 and 2 to determine SLD eligibility using the dual discrepancy criterion established in the NMTEAM for other grade levels if they choose.



These practices represent greater flexibility and a departure from former identification methods where a student was identified as SLD based on a test that measured IQ and compared it to performance on achievement assessment. The more severe the discrepancy between these two measures, the more likely it was that a student had a learning disabled. Under the state’s dual discrepancy model, a K–3 student suspected of having a learning disability might, at the evaluator’s discretion, still be given the standard IQ/performance test as part of a comprehensive evaluation. However, the student’s progress monitoring data from Tier 1 and 2 interventions that establish a **dual discrepancy** (meaning *low or large differences in achievement scores as compared to grade-level peers and a learning rate substantially below grade-level peers*) are also incorporated into the evaluation and eligibility determination.



It is thought that the dual discrepancy model will give educators a broader view of how the student learns than the snapshot obtained from utilizing the single discrepancy model. One advantage is that the progress monitoring utilized in the RtI framework yields data directly relevant to instructional design and delivery. In this way, educators can better plan an effective program to meet the specialized needs of a student with disabilities, or distinguish a student who truly has a learning disability (that is, one does not respond to research-based, general education interventions) from one whose learning problems are resolved with interventions. **See page 134 for a research-based rationale.**



This means that educational diagnosticians and other evaluators can expect the file of a student who is referred for a multidisciplinary evaluation will contain evidence of



- the SAT child study process conducted by the school’s SAT;
- scientific-based evidence supporting the instructional practices and Tier 2 curricular choices for interventions;
- active responsibility by general education to document sustained efforts to implement appropriate instructional strategies and interventions (such as, differentiated instruction) delivered by qualified personnel from Tiers 1 and 2 (SAT);
- repeated assessments at reasonable intervals using valid and reliable instruments with data showing the student’s level of achievement over time;
- high fidelity of implementing interventions and instructional strategies; and,
- progress monitoring data gathered from curriculum-based measures showing that the student demonstrates a substantial pattern of flat scores or not showing minimum acceptable rates of progress in comparison to peers when classroom interventions were applied. That is, the interventions did not normalize the student’s performance over time.





The file must also contain a signed written consent from the student’s parents consenting to an initial evaluation.



For valid implementation, the dual discrepancy procedure requires that school staff have three important data.



- First, the staff must have accurate information on the student’s grade-level peers’ level of performance and their learning rate.
- Second, the criterion for judging a student’s discrepancy from this normative comparison must be clearly stated.
- Third, the individual’s level and rate of performance must be reliably and meaningfully different from the peer group norm.



This information is necessary in order for the diagnostician to plan appropriate evaluation procedures and incorporate relevant data. This may not fully apply to situations where an evaluation is requested due to a crisis, obvious disability, or parental request. In those cases, the SAT will have used professional judgment rooted in existing file information and data to make an appropriate referral.



Notes:



1. Remember that the dual discrepancy model is but one resource for use in the SLD determination process.



2. Using data from progress monitoring does not replace the need for a comprehensive evaluation at this level.



3. The determination of eligibility must draw on clinical judgment and other sources of information and data to support the eligibility determination, and cannot be solely based on progress monitoring data from interventions at Tiers 1 and 2.



4. The educational diagnostician may determine a pattern of strengths and weaknesses by evaluating specific area of cognitive function, academic achievement, or both, and comparing those results against each other or in contrast to other measures of student performance.



5. Evaluation procedures must be conducted in compliance with the IDEA at 34 CFR Secs. 300.301–300.305.



6. The timeline from consent to initial evaluation must be within 60 days in accordance with 34 CFR Sec. 300.301(c)(1).



SLD Determination Resources

The PED strongly encourages district and charter schools to consult the following resources for information about making SLD determinations under an RtI framework:



- The federal IDEA at 34 CFR Secs. 300.301–311 and the interpretation of these regulations in the Federal Register, Vol. 71, No. 156, August 14, 2006, pages 46635–46662.



- The *NMTEAM* document at the following link:
http://www.ped.state.nm.us/seo/technical_assistance/NMTeamManual62907.pdf. **See the SLD section for state-defined dual discrepancy criteria.**



- Additional information regarding the use of an RtI framework in determining SLD eligibility is available from the U.S. Department of Education's Office of Special Education Programs (OSEP) at this link:



<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalArea%2C13%2C>



- OSEP's website also features a toolkit for teaching and assessing students with disabilities. See *Responsiveness to Intervention in the SLD Determination Process* for a conceptual overview of an RtI framework—including hypothetical examples of how an RtI framework might operate within a school setting and for a particular student:



http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp



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



- The National Center for Research in Learning Disabilities (NCRLD) website features a variety of tools and a resource kit around SLD determination. <http://www.nrclid.org>. Noteworthy is *Responsiveness to Intervention in the SLD Determination Process* (pages 8 to 10) which features hypothetical case studies that illustrate an analysis student progress monitoring data.



http://www.nrclid.org/resource_kit/tools/RTIinSLDProcess2007.pdf



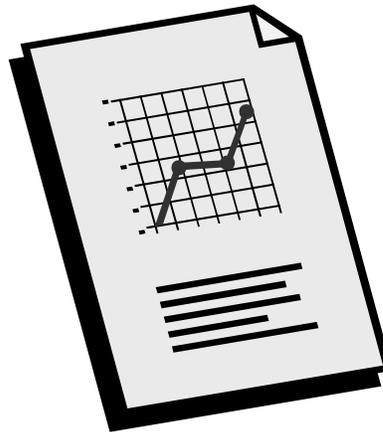


Progress Monitoring at Tier 3

The concept of progress monitoring a student’s response to an intervention and then using that data to drive instruction also applies to students being served under an IEP. That is so because the IDEA requires periodic progress reports to parents, and requires the IEP team to review and revise the IEP if the student is not making expected progress towards IEP goals and in the general curriculum.

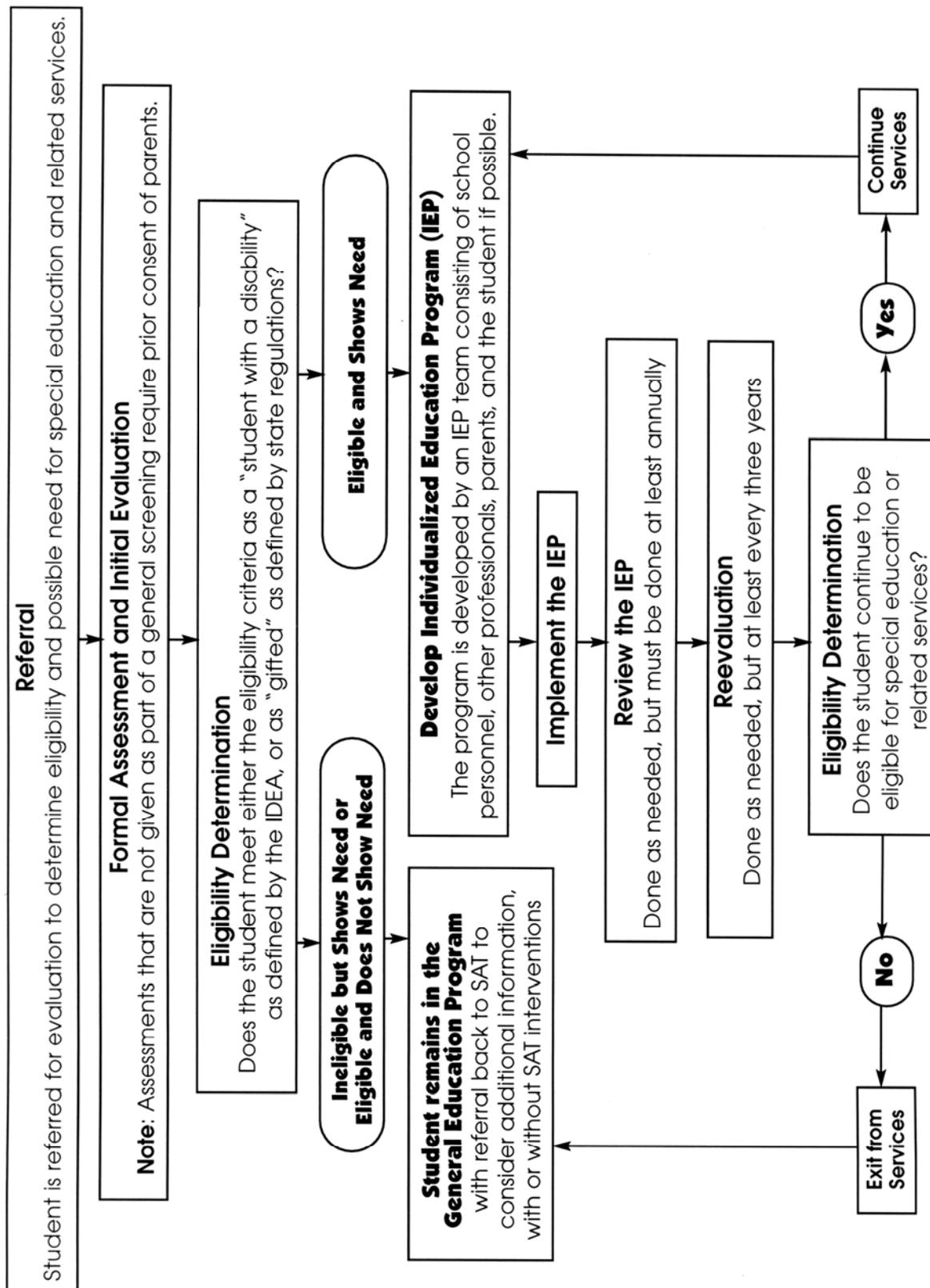


The IEP team determines the appropriate frequency of progress monitoring and documents it in the IEP. The student’s case manager and/or building administrator are responsible for overseeing implementation of all aspects of the IEP. See page 111 for **Universal Screening and Progress Monitoring Tier 3** guidance.



Addressing Student Individual Needs

TIER III: The Multidisciplinary Evaluation Process





Key Features of Tier 3

In New Mexico, Tier 3 is individualized intervention for students who have intense needs, **and** who qualify for special education or gifted services.



- ✓ **Providers**— Appropriately-licensed classroom teachers, special education teachers, and/or specialists and related service providers. Types of providers are determined by the IEP team and documented in IEP service schedule



- ✓ **Group size**— Individual, small-, or whole-group instruction as specified in the IEP. Provided in the general education classroom to the extent possible as determined by the IEP team



- ✓ **Frequency of Interventions**— Determined by the IEP team and documented in the IEP depending on individual student need



- ✓ **Duration**—Determined by the IEP team. It is possible that students receiving special education will need life-long or long-term services.



- ✓ **Progress Monitoring Tools**— Student work samples, curriculum-based measures, diagnostic tests, behavior observation data collection, classroom assessment and/or observation



- ✓ **Progress Monitoring**—In addition to short-cycle and standards-based assessment, the IEP team determines the level of more frequent progress monitoring and documents it in the IEP. Recommend range is weekly to every nine weeks. IEP team determines if student participates in standards-based or alternate assessment, as well as what testing accommodations are needed



- ✓ **Decision Rules**— The IEP team determines what indicators from the student's progress monitoring show adequate growth, goal mastery, or the need for more intense intervention and/or remediation via the IEP.



- ✓ **Upon Mastery**— Student may continue in special education, or exit and return to Tier 1 or 2 instruction/programs. IEP team determines mastery of IEP goals and if student demonstrates the ability to function independently, access and perform adequately in the general curriculum, and no longer demonstrates a need for specially-designed instruction. **The IEP team must consider the expectations established in the NMTEAM regarding the discontinuation of special education services.**



- ✓ **Funding**— Operational funds, IDEA funds, applicable grants, Title III funds only for Gifted/ELL students. AARA funds may be used using the same rule as the program to which it applies. See <http://www.rti4success.org/images/stories/arra/idea-b-reform.pdf>



- ✓ **Service Target**— Only a small percentage of students at a school need this level of support. Current percentages for gifted education in New Mexico average 4.3% and current national percentages for students with disabilities average 13.5%. So, the State believes that 18% or less would be a suitable service target for Tier 3. This may vary somewhat depending on the school population.

- ✓ **Professional Development Needs**— In addition to Tier 1 and Tier 2 professional development topics, relevant IEP team members need to participate in ongoing trainings related to special education and IDEA procedures/topics.



About Interventions



What is an Intervention?

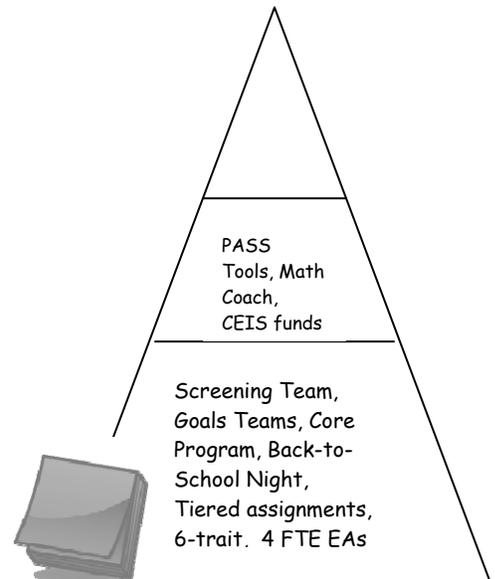
Under an Rtl framework, an **intervention** is an change in a classroom component to increase the intensity of instruction. Changes can be made in the areas of program, frequency, duration, group size, instructional complexity, or instructor quality, or in one of the alterable components. (See page 97.) An intervention is different from an accommodation which is any change made to provide access to buildings, curriculum, and assessments. Interventions are provided for **any** student for whom the core academic program and/or behavioral system is not sufficient. Interventions are most effective when they are researched based and implemented with fidelity. Interventions are adapted or intensified as indicated by a review of school-wide, grade-level, classroom, or individual data from universal screening and student progress monitoring.



Mapping Interventions and Resources

One way to develop interventions at the local level is to first conduct a self-study and needs assessment to identify all Rtl framework resources, and research-based academic and behavioral interventions available within the school's current inventory. Mapping resources will assist schools in determining the following:

- What resources does the school have?
- What does the school need?
- How are resources meeting the most pressing need?
- What staff is available to support a different approach to scheduling?
- What should be the priorities for strengthening learning and behavioral supports?



A simple way to do that is to draw a large three-tier model triangle on poster paper. List all **human, capital, and instructional resources and/or interventions, as well as school activities that support instruction** for each tier on individual sticky notes. Place the notes on the appropriate spot on the triangle and move them around as necessary so you can see what resources you already have. This can also help schools identify gaps and additional resources needed to support



all learners, as well as recognize any priorities and professional development needs. When you have all the sticky notes in the place you want, record each item on the poster paper and the resource map is complete.



Once assessment data becomes available, revisit this map to see if other resources and interventions within each tier need to be added or developed. Then school-based teams can delineate priorities and finalize a strategy that can be embedded into the school's EPSS—the overall continuous improvement plan.



In any event, it is better to have a limited menu of resources and research-based interventions that can be implemented with fidelity, than to have too many that cannot be implemented and monitored well, and ultimately not succeed.



Alterable Instructional Components

The list below is an example of a continuum of alterable instructional components composed of five categories associated with student achievement. *Intensity* can be achieved by altering the variables up or down in one or more categories.



Opportunities to Learn

- Increase attendance
- Provide instruction daily
- Increase opportunities to respond
- Vary schedule of easy/hard tasks/skills
- Add another instructional period

Grouping for Instruction

- Check group placement
- Reduce group size
- Increase teacher-led instruction
- Provide individual instruction
- Change instructor



Program Efficacy

- Pre-teach components of core program
- Use extensions of the core program
- Supplement core with appropriate materials
- Replace current core program
- Curriculum compacting
- Implement specially-designed program

Coordination of Instruction

- Clarify instructional priorities
- Establish concurrent reading periods
- Provide complementary reading instruction across periods
- Establish communication across instructors
- Meet frequently to examine progress



Program Implementation

- Model delivery of lesson
- Monitor implementation frequently
- Provide coaching and ongoing support
- Provide additional staff development
- Vary Program/lesson schedule





Universal Interventions (Tier 1)

Intervention starts in the regular education classroom with universal interventions to the core program that consist of **school-wide positive behavioral supports** and **differentiated instruction** by way of differentiating the content/topic, the process/activity, the learning product, or the learning environment. **Thus, the basic Tier 1 academic universal intervention is differentiated instruction.** Examples:



- Modified assignments
- Tiered instruction, student products and tasks (**the term not to be confused with the term *three-tier model***)
- Curriculum compacting
- Team teaching
- Verbal and tangible reinforcement/feedback
- Learning centers
- Learning contracts
- Flexible grouping within the class or grade level
- Student-centered projects or demonstrations
- Questioning, student response, and discussion activities at different levels
- Graphic organizers



As no two learners are alike, differentiated instruction provides a teacher with the ability to maximize learning by finding pathways to reach **small groups** of students with different learning styles, skills, and interests. (Differentiated instruction is not the same as individualization.)



An intervention is **not** any of the following as they do not change the nature or the intensity of the instruction:

- Preferential seating
- Shortened assignments
- Books on tape
- A basal reader
- Advise and consultation that are not targeted to specific academic or behavioral concerns
- Retention
- Suspension
- *More of the same* instruction, assignments, or homework





Standard Treatment Protocol (Tiers 1 and 2)

Tier 1 Students who are struggling or exceeding expectations at Tier 1 may be assisted at this tier through differentiated instruction as determined by the classroom teacher. In addition, grade-level teams, or other teams operating at Tier 1 may decide on intervention through what is known as a **standard treatment protocol**.



These kinds of interventions are ones that are typically conducted with a small, homogenous group of students having similar problems or a specific profile as established by screening, assessment, or progress monitoring data. The intervention follows a standard program and is implemented for a limited period of time and is provided in extra class time beyond core instruction time. Individual student data from the standard treatment are analyzed at intervals to determine if changes to the grouping or instruction are necessary.



For example, a universal screening or grade-level assessment may find that general reading instruction is going well with the exception of vocabulary for a group of students. So, the grade-level team may develop a standard treatment protocol for vocabulary that is based on the grade-level standards and can be delivered in a small group, and **assessed by the grade-level team or other team overseeing Tier 1 interventions**. Recent research has shown that this approach can be successful for early interventions in reading. When students are successful, they return to the standard core instruction. When data supports that a certain student is unresponsive after two trials, this may be indicative of a need for referral to Tier 2.



Tier 2 Even though Tier 2 is designated as an individualized, problem-solving process, the SAT may utilize a combination approach by establishing more intense standard treatment protocols, and then prescribing them for small groups of students already on their caseload who have similar problems, as appropriate. For example, the SAT may work with school leadership to establish a small group for math skills that meets in addition to core instruction and is taught by a math specialist. For middle or high school, the SAT might determine that a group of the students on its caseload could benefit from participating in a “math support class” or “guided” study hall with a language arts tutor who uses a standard intervention for the group and who also collaborates with the core subject teachers. **In this case, the SAT would track and assess this intervention.**



This approach is favored by researchers because teachers can be more easily trained in the standard treatment protocol, and because fidelity checks are easier because everyone knows what to implement. For more information see the *Rtl Module Part #1, Perspectives and Resources, page 5*, from the IRIS Center at

http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm .





Targeted and Intensive Interventions (Tiers 2 and 3)

In Tiers 2 and 3, the SAT and IEP teams design, implement, progress monitor, and evaluate academic and behavioral interventions for students needing individualized support because their response to Tier 1 programs with universal interventions has not been sufficient to reach expected proficiency or address their special needs.



Interventions at Tier 2 are developed by the SAT, targeted to the individual student, more intense than those used in Tier 1 programs, and are provided in addition to Tier 1. See page 63 for SAT guidelines for evaluating and choosing appropriate interventions for the written SAT Intervention Plan.



Interventions at Tier 3 are the most intensive and involve special education and related services. That is, they consist of **specially-designed instruction** and/or **behavioral intervention plans** developed by the student's IEP team.



Possible interventions are as numerous and diverse as the students themselves. However, the most successful interventions will be those that



- ▶ address the student's specific individual needs and strengths;
- ▶ have been based on teacher, parent, and perhaps student input
- ▶ consider variables in addition to student performance (that is, environment, personality conflict, health, learning and teaching styles, cultural differences, and so on) ;
- ▶ are objective and measurable;
- ▶ draw upon the expertise of educational specialists and resources;
- ▶ are the least intrusive, most natural, and research-based; and,
- ▶ are designed to support the individual(s) implementing them.



Positive Assistance for Student Success (PASS) (Tier 2)

PASS is a toolkit for Student Assistance Teams (SATs) published by the New Mexico Public Education Department. PASS is a systematic coordinated approach to serve both the student and the family with issues related to basic needs, health, and social needs. This is important because when basic needs are not met, they become barriers to attending school and learning. The process can be used as an adjunct to the academic and behavioral interventions prescribed by the SAT in order address family and/or home challenges that impact the student at school. See the link for the School and Family Support Bureau at www.ped.state.nm.us. and the PASS Fact Sheet on page 149.



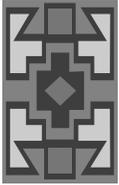


What are Research-based Materials and Interventions?

In short, they are ones that have a proven track record. **Research-based** materials and interventions are ones that have been used with a large sample of students and have demonstrated a positive correlation between the intervention and student progress. Also, the results have been documented in peer-reviewed literature or by a panel of experts through vigorous, scientific review. Sometimes this concept is referred to as *evidence-based*. The federal No Child Left Behind Act (NCLB) includes a lengthy definition of the term *research-based* at Section 9101(37).



The *New Mexico School Improvement Framework* published by the Public Education Department strongly urges that schools use research-based instruction and interventions. Why is this important? Because these kinds of materials and interventions are poised to work and have the greatest potential to improve outcomes for all students. For resources for research-based materials and interventions, please see page 102. To evaluate local practices, see the **Research-based Instruction and Intervention Checklist** on page 142.



The Importance of Fidelity

Fidelity of implementation refers to how closely the prescribed instruction and/or intervention are followed. **Implementing instruction with high fidelity means that the teacher is following the implementation protocol established by the relevant research design.** Publishers provide teacher guides that establish this protocol and provide professional development with regard to appropriate



implementation of the protocol. It is then the responsibility of the teacher and administrator to ensure that the curriculum is implemented with a high degree of fidelity in the classroom in a sustained manner. Otherwise, the program may not have the desired effect of improving student proficiency towards the standards.



Districts and charter schools must be careful to address fidelity as they look at instructional programs in order to make effective decisions. Oftentimes in educational contexts, an instructional program is discontinued simply because it has not been implemented appropriately. Districts and charter schools must ensure more efficient and fiscally responsible practices by making efforts to evolve with existing programs, provided that they are scientific and research-based, instead of conducting revolutionary changes by replacing programs that “don’t work” because they are not used correctly. Fidelity can only be achieved if teachers are provided





with appropriate training and building principals, as instructional leaders, monitor the implementation of school and district-wide curricula using the resources provided in this guidance document. Direct observation in the classroom is one way to ensure that instruction and interventions are correctly implemented.



The Department has developed several self-assessment tools for use by district, schools, and teachers (starting on page 151) use to address the issue of documenting the fidelity of the use of research-based materials, as well as the use of research-based practices and progress monitoring. **The use of these tools is optional. However, it is recommended that district- and school-based teams, as well as individual teachers complete the self assessments quarterly as part of the Plan-Do-Study-Act process for continuous school improvement.**



Intervention Resources

Outside of federally-funded technical assistance centers and materials published by the New Mexico Public Education Department, the Department does not endorse the materials or resources included in this list. However, this information is provided so schools can easily locate what is readily available, and then review them to make informed decisions about ones that will best met their needs. Many of the web-based resources are free.



- Applebaum, M. (2009). *The One-Stop Guide to Implementing RtI: Academic and Behavioral Interventions, K–12*. Corwin Press. This resource contains a wealth of academic interventions and instructional strategies for differentiated instruction.
- *Applying Differentiation Strategies* is a research-based teacher’s “how-to” manual chock full of differentiated ideas and activities for classroom management, tiered assignments, questioning techniques, flexible grouping, and more. It includes sample lesson plans, student reproducibles, and teacher-resource CDs in sets for grades K–2, 3–5, and secondary. Published by Shell Educational Publishing (2007). Available through www.amazon.com.
- **Best Evidence Encyclopedia**—a free web site created by the Johns Hopkins University Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K–12. <http://www.bestevidence.org>





- The **Center on Instruction** in collaboration with the U.S. Department of Education offers an array of resources related to scientifically-based research and information for reading, math, ELLs, behavior, and more. Check out their Rtl link under a “Hot Topics” on the home page. **A top pick for resources.** www.centeroninstruction.org



- **The Florida Center for Reading Research: Interventions for Struggling Readers**—a website with information and ideas for implementing research-based reading strategies. <http://www.fcrr.org/Interventions/index.htm>



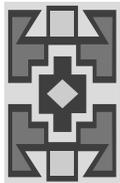
- **Focus on Effectiveness: Integrating Technology into Research-Based Strategies** is a website hosted by the federally-funded Northwest Regional Education Laboratory. It features a large collection of research-based strategies. <http://www.netc.org/focus>



- **Intervention Central** offers free tools and resources to help school staff and parents promote positive classroom behaviors and foster effective learning for all children and youth. Jim Wright, a school psychologist and school administrator from Central New York, created the site. www.interventioncentral.org



- **National Center on Response to Intervention (NCRTI)**—a federally-funded technical assistance center that features a wide range of resources, webinars, and training modules. www.rti4success.org



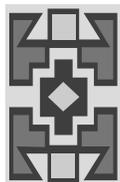
- Jackson, R.R. (2009) ***Never Work Harder Than Your Students & Other Principles of Great Teaching***. Alexandria, VA: Association for Supervision and Curriculum Development. Available at <http://www.shop.ascd.org>



- Marzano, R. J., Pickering D. J., & Pollock, J. E. (2001). ***Classroom instruction that works: Research-based strategies for increasing student achievement***. Alexandria, VA: Association for Supervision and Curriculum Development. Available at <http://www.shop.ascd.org>.



- Marzano, R. J. (2007) ***The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction***. Alexandria, VA: Association for Supervision and Curriculum Development. Available at <http://shop.ascd.org>



- McCartney, S., et al. (2006) ***Pre-Referral Intervention Manual (PRIM)—Third Edition***. Hawthorne Educational Services. This manual contains over 4,000 intervention strategies for 219 of the most common academic and behavioral problems. Available at www.hes-inc.com/hes.cgi/00670.html. The publisher has



developed a paper which outlines research support for the interventions in the manual. Find the paper at

<http://www.hes-inc.com/hes/samples/Research%20Based%20Interventions.pdf>



- **Rtl Action Network** is a resource dedicated to the effective implementation of the Response to Intervention (Rtl) framework in school districts nationwide. Its goal is to guide educators and families in the large-scale implementation of Rtl so that each child has access to quality instruction and that struggling students—including those with learning disabilities—are identified early and receive the necessary supports to be successful. The Rtl Action Network is a program of the [National Center for Learning Disabilities](http://www.nclad.gov), funded by the Cisco Foundation and in partnership with the nation’s leading education associations and top Rtl experts. www.rtinetwork.org



- **System to Enhance Educational Performance (STEEP)** is a research-based program that guides users to match an appropriate intervention to the needs of struggling learners. STEEP uses a standard protocol approach to quickly identify the type of intervention needed in reading or math for students not achieving benchmarks. www.isteep.com



- **Tiered Intervention at the High School Level.** A question-and-answer article by Lou Danielson at the National High School Center website. http://www.betterhighschools.org/expert/ask_tiered.asp



- Tomlinson, C.A. (2001) **How to Differentiate Instruction in Mixed Ability Classrooms, 2nd Edition**, Alexandria, VA: Association for Supervision and Curriculum Development. Available at <http://shop.ascd.org>



- **What Works Clearinghouse**—A central, independent source of scientific evidence of what works in education funded by the U.S. Department of Education. <http://ies.ed.gov/ncee/wwc/> **A top pick for resources.** Their Institute for Education Science (IES) **Practice Guides** offer practical recommendations for educators to help them address the everyday challenges they face in their classrooms and schools. Developed by a panel of nationally recognized experts, practice guides consist of actionable recommendations, strategies for overcoming potential roadblocks, and an indication of the strength of evidence (i.e., strong, moderate, low but considered important) supporting each recommendation. <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>. Titles include:



- *Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools*
- *Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades*
- *Reducing Behavior Problems in the Elementary School Classroom*
- *Dropout Prevention*





- *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*
- *Turning Around Chronically Low-Performing Schools*
- *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*
- *Encouraging Girls in Math and Science*
- *Organizing Instruction and Study to Improve Student Learning*



- **Doing What Works Clearinghouse**—A companion to *What Works Clearinghouse*, this website provides possible ways educators might implement research findings. <http://dww.ed.gov>



My Favorite Resources



List your favorite intervention resources here.



Addressing Student Behavior



Introduction

Why include behavior as an element in an Rtl framework? Many students who demonstrate problematic behavior also experience academic challenges. And, students who struggle academically may eventually demonstrate social, emotional, and interpersonal difficulties in efforts to avoid frustrating academic tasks (acting out, school-phobia, truancy, drop-out, bullying, and drug use to name a few). In addition, students whose behavior disrupts a class keep the teacher from teaching and other students from learning, causing a loss instructional time and quality. For those reasons, it is essential that both academic and behavioral systems be addressed in a concerted effort in all three tiers. In this section, schools will find guidance and resources for integrating behavioral supports and interventions into the school's overall Rtl framework implementation plan.



Integrating Behavior into the Tiered Framework

Tier 1

In order to establish a safe and positive learning environment, each school has a code of conduct and each classroom a set of classroom rules, along with consistent consequences for not following them. Each school also has a school wellness and bullying prevention policy as required by state rule (See page 19). In addition, schools often provide social skill instruction, character development programs, community and service learning, and positive reinforcement systems for appropriate behavior, as well as parent training. **Together, this forms the “core” program with universal interventions for behavior for all students at Tier 1. It is designed to be preventative and support positive behavior.**



Some studies have shown that a school-wide positive behavior support program results in decreased problem behavior, increased time spent on teaching and learning, and an improved academic outcomes (Putnam, Horner, Algozzine, 2008). Another recent study by the National Institute on Drug Abuse suggests that fifth graders who participated in school-based prevention programs starting in first grade for drug abuse and other problem behaviors were half as likely to engage in problematic behavior than those who did not take part in the program (*American Journal of Public Health*, August 2009). A school-wide program of this nature is designed to teach and positively reinforce, in **all** students, appropriate behaviors that create a constructive school climate. **Positive Behavior Intervention and Support (PBIS)** is one such comprehensive school-wide program and the PED strongly encourages schools to implement such programs. (See Resources on page 96.)





The school may wish to progress monitor its school-wide behavioral system by collecting data on attendance and office discipline referrals (ODRs) and reporting it at set intervals to the school leadership team or other team (ex: behavior support team). Data can be analyzed by time of day, day of the week, month, grade-level, or classroom for a discrete look at what is happening to cause a student to miss school or be referred to the office. (See Resources on page 109 for SWIS, a web-based ODR data-management system.) Armed with such data, school leaders and teams can make a plan to adjust the school behavioral and/or classroom management systems, as well as embed an associated strategy into the school’s overall improvement plan—the Educational Plan for Student Success (EPSS).



Tier 2



Some students who do not respond positively to classroom or school-wide rules and programs may need individualized intervention in addition to the supports and expectations in Tier 1. In New Mexico, the school’s Student Assistance Team (SAT) is the starting point to address behavior for an **individual student in regular education who is demonstrating frequent, persistent, or severe problematic behavior**. Once the student is referred to the SAT, it will conduct the child study process in the same manner as outlined starting on page 49.



The SAT may determine that in order to study the situation more effectively, it must analyze what triggers the problematic behavior through conducting what is known as a **Functional Behavioral Assessment (FBA)**. The SAT will designate one or more school staff to conduct the FBA, which generally consists of record reviews, observations, and interviews. In some cases, a school psychologist or behavior management specialist may be asked to conduct the FBA. An FBA is important because it may identify underlying reasons, or triggers, for the problematic behavior. It may also discern whether the student is experiencing problematic behavior due to a **performance deficit** or **skill deficit** that needs to be addressed through academic interventions. The results of the FBA provide a foundation for the SAT as it develops more intense classroom interventions and/or a more formalized **Behavioral Intervention Plan (BIP)** (page 191) for the student, depending on the severity of the behavior and any associated academic needs.



A BIP is a written plan with specific strategies, interventions, and supports designed to teach acceptable behaviors while decreasing or eliminating opportunities for the student to engage in inappropriate behaviors. For example, a student who is



Decrease the inappropriate behavior by looking for ways to teach and reinforce an appropriate new behavior.



physically aggressive at recess may have a BIP that combines teaching him or her self-control or conflict resolution skills along with strategies for staff to more effectively manage the student during recess. The BIP will include a method by which the SAT or the classroom teacher will collect and analyze data, evaluate the student's BIP at specific intervals, and then make adjustments based on the student's response to this individualized intervention. **The goal of the BIP is not just to stop the problematic behavior—but to actually teach and reinforce appropriate *replacement* behaviors.**

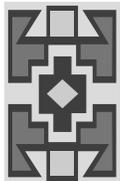


Like a SAT Intervention Plan, the BIP sets forth how frequently progress will be monitored. The SAT determines what progress monitoring indicators show satisfactory growth, the need for another round of interventions, or the need for more intense interventions. **It is recommended that behavioral data for students receiving Tier 2 behavioral supports also be graphed.** (See page 117). Some students may need this type of individualized behavioral support for a year or more as the new behavior becomes a habit. Others can be returned to Tier 1 supports when the data show that the behavior can be maintained with universal behavioral interventions provided in the classroom and/or the by the school-wide behavioral system. Still others may not respond sufficiently over time to the Tier 2 intervention and need to be referred for a multidisciplinary evaluation. However, the SAT should not delay a referral for an evaluation for a student who is in severe behavioral crisis.

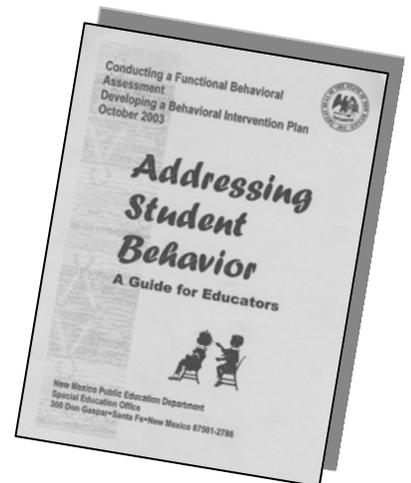
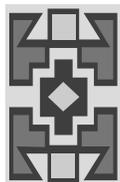


Notes:

1. A BIP that consists **only** of the strategy of calling and/or sending a student home when he or she violates the class and/or school code of conduct is **not appropriate**.
2. Per state rule, suspension and expulsion is **not an appropriate** consequence for truancy.



The New Mexico Public Education Department has published a comprehensive technical assistance manual written by national experts to guide school teams in how to conduct an FBA and develop a quality BIP for an individual student. It also includes intervention ideas and more information about the implications of a skill deficit and a performance deficit. This guide is a “must” for all SATs. Please see *Addressing Student Behavior: A Guide for Educators* at <http://www.ped.state.nm.us>. Look for it on the Rtl link for publications listed under “Rule, Policy, and Guidance.”





Tier 3

In New Mexico, students at Tier 3 receive special education and/or gifted education services as prescribed by the student’s Individualized Education Program (IEP) team. In Tier 3, the IEP team addresses and progress monitors the student’s behavior through an FBA and BIP in the same manner as in Tier 2. However, interventions may be more intense and the “core” behavioral program from Tier 1 for a student may need to be replaced with something specially-designed by a behaviorist or school psychologist. The BIP is included with the student’s IEP and developed in compliance with the procedural requirements of state special education rules and the federal Individual with Disabilities Education Act (IDEA).



Resources



To learn more about school-wide behavioral systems and behavioral interventions, please see the resources below. Outside of federally-funded technical assistance centers and materials published by the New Mexico Public Education Department, the Department does not endorse the materials or tools included in this list. However, this information is provided so schools can easily locate what is readily available, and then review them to make informed decisions about ones that will best met their needs. Many of the web-based resources are free.



- **National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)** is a federally-funded national technical assistance center. It was established to address the behavioral and discipline systems needed for successful learning and social development of students. The Center provides capacity-building information and technical support about behavioral systems to assist states and districts in the design of effective schools. Schools may also purchase direct PBIS training and coaching. www.pbis.org



- **School-Wide Information System (SWIS)** is a program developed in conjunction with PBIS to assist schools in collecting discipline referral data and using it to drive decision-making about the school’s student behavior plan. Schools may purchase the SWIS program. www.swis.org



- **New Mexico’s Regional Education Cooperative #9** is the state contact for districts who wish to purchase and implement the PBIS and SWIS programs. Please call (505) 257-2368 and ask to speak to the PBIS Coordinator to learn more.



- A reproducible one-page fact sheet entitled **Addressing Student Behavior** was prepared by the Department and can be found on page 147. It is useful for orienting staff and for communicating with parents.



- The Department's School and Family Support Bureau has published the **Positive Assistance for School Success (PASS) Toolkit**. It is a school-based intervention and case management program that Student Assistance Teams (SATs) may use to address family, health, and social issues that negatively impact a student's performance in school. www.ped.state.nm.us



- Applebaum, M. (2009). *The One-Stop Guide to Implementing Rtl: Academic and Behavioral Interventions, K–12*. Corwin Press. This resource contains a wealth of behavioral interventions.



- Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide* (NCEE #2008-0012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>



- **Discipline Help: You Can Handle Them All** is an online resource for handling over 117 behaviors at home and at school. www.disciplinehelp.com



- Marzano, R. J. (2007) *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (Chapter 6 and 7). ISBN 978-1-4166-0571-3 Alexandria, VA: Association for Supervision and Curriculum Development. Available at <http://shop.ascd.org> .



- McCartney, S., et al. (2006) *Pre-Referral Intervention Manual (PRIM)—Third Edition*. Hawthorne Educational Services. This manual contains over 4,000 intervention strategies for 219 of the most common academic and behavioral problems. Available at www.hes-inc.com/hes.cgi/00670.html.



- **Intervention Central** offers free tools and resources to help school staff and parents promote positive classroom behaviors and foster effective learning for all children and youth. Jim Wright, a school psychologist and school administrator from Central New York, created the site. Click on "interventions" for behavioral intervention ideas. www.interventioncentral.org



- Psychological Software Solutions' **Review360™** program is web-based technology to recommend and track multi-tier positive behavior interventions and strategies. www.psiwaresolutions.com



- Sprague, J., et al. (2008) *Rtl and Behavior: A Guide to Integrating Behavioral and Academic Supports*. LRP Publications. This resource also contains a model form for ODR data collection. www.lrp.com



- **Systematic Screening of Behavioral Disorders (SSBD)** is a screening tool for grades K–6 to identify students at risk for potential behavior disorders. www.nhcebis.seresc.net/universal_ssbid





Universal Screening and Progress Monitoring



Introduction

Utilizing an RtI framework requires the use of data that are collected at regular intervals during the school year for the purposes of driving instruction and



determining the necessity to start, continue, intensify, or discontinue academic or behavioral interventions at each tier. For that reason, **universal screening and progress monitoring are the essence of an RtI framework.**



Now I do not have to wait until the “big test” in the spring and just hope my students do okay.

Universal screening and progress monitoring represent examples of **formative assessment**. Formative assessment is intended to give



teachers and others timely data and/or feedback regarding what skills students have mastered and what they have not. Formative assessment is not used to assign grades or fulfill credit requirements.



- **Universal screening** data are used to predict a student’s likelihood of success.
- **Progress monitoring** data are used to drive appropriate instructional changes to meet student needs.



By contrast, the yearly standards-based assessment is called a **summative assessment**. This type of assessment is used to determine the effectiveness of instructional programs and services at the end of an academic year. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.



The chart on the next page distinguishes between universal screening and progress monitoring under the state’s RtI framework. The text on the pages that follow offers explanations, recommendations, and guidance for implementation.





	Universal Screening	Progress Monitoring
Population	All students; School-wide	Individual student; Small groups
Tools	Various screening instruments Short-cycle assessments Standards-based assessment	Curriculum-based measures (CBMs); core or content area classroom assessments
Tier Use	Tiers 1, 2, 3	Tiers 2 and 3 Tier 1 at school's discretion
Purposes	<ol style="list-style-type: none"> 1. To predict students' risk status in general wellness, academics and/or behavior 2. To adjust classroom instruction 3. To determine proficiency 	To determine an individual student's rate of progress and response to universal interventions or differentiated instruction
Frequency	Short-cycle assessments — Beginning of school year, 2–3 more times during school year (formative) Standards-based assessment — Yearly (summative) Transfer student —upon enrollment	As determined by SAT or IEP team—weekly, biweekly, or monthly

What is Universal Screening?

Universal screening is conducted with all students school-wide to identify students who are **at risk for general wellness, at risk or exceeding academically** and/or **demonstrating behavioral problems**. The purpose is to identify students who may need additional support, additional or alternative forms of instruction to supplement the core instruction, or assistance with social skills. (See page 41 for the beginning-of-the-year **Universal Screening Flowchart**.)

All students, including new students and transfer students, need to be screened for current status or levels of performance in the following:

- academics
- vision
- hearing
- language proficiency (L₁ and L₂)
- general health
- social and behavioral health
- socioeconomic status



In New Mexico, state statutes require certain screenings for all students in the early grades. See page 19.





An array screening of methods and instruments is used as decided by the school or school district, including the results of the prior year’s standards-based assessments, language proficiency assessments, classroom-based assessments, brief diagnostic screening tools, grades, student discipline records, parent reports, and observations. Some commercially produced assessments are especially designed for universal screening that include computer-based data reporting features. **See Resources on page 120.** Core programs purchased by the school may also include screening tools that teachers can use to directly screen their class for grade-level skills. Behavior is often screened against local and school norm for behavior rates to determine at-risk status. These alternative screening methods and instruments are all evaluated for how accurately they predict a student’s risk status. Other considerations being equal (e.g., per pupil cost, administration ease and time, training requirements, grade range coverage, and reliability), schools need to choose and implement the screening measure that most accurately predicts students who are at-risk and not at-risk.



Universal screening is a process that begins during **the first month of school.** **See the beginning-of-the-year Universal Screening flowchart on page 41.** Universal screening can be done in with whole classes, small groups, or individually depending on the focus of the screening (e.g., phonemic awareness, oral reading rate/fluency, number sense, referrals to the office, suspensions, and aggressive behavior).



Ideally, a **Universal Screening Committee** in each school oversees the screening process and notifies parents of this school-wide process. This committee may be composed of an administrator, teachers, school counselor, school nurse, and/or other staff as needed. The screening battery is then conducted under the direction of the committee. Some schools hire trained substitutes to administer universal screenings. Careful documentation of universal screening results is important for accurate (classification) identification of students’ needs and is reported to teachers or grade-level teams quickly. **A good goal for reporting universal screening results back to teachers and parents is within a few days after the data is collected.** In this way, teachers or grade-level teams can pinpoint student needs and differentiate instruction early in the year.



In New Mexico, universal screening for academics that is conducted before the yearly standards-based assessment is typically known as the **short-cycle assessment** program. Short-cycle assessments are conducted three to four times each year. Its





purpose is to determine student growth towards achieving New Mexico Content Standards and Benchmarks (as opposed to the initial universal screening process that determines the baseline levels of risk and performance). Sometimes universal screening assessments are referred to as **benchmark assessments** as they meant to measure adequate student progress and predictive validity towards grade-level proficiency of state standards. Most schools purchase commercially produced universal screening assessments, software, or technology. Standardizing the methods of universal screening supports consistency in decision-making that drives instruction and interventions, and in special education eligibility decisions.



For purposes of universal screening, parent consent is not required (see page 16), but certainly schools will want to inform parents about the school's screening process. Although screening records should be accessible to teachers and staff who work with a student, confidentiality must be safeguarded. (See FERPA: Family Educational Rights and Privacy Act, the federal law that protects the privacy of student education records.)



Notes:

- Students who are identified as being at very high risk academically (the very lowest of the 20–25 percentile in reading or math) or behaviorally, and suspected of being disabled or gifted based on the results of universal screening may be immediately referred to the school's Student Assistance Team (Tier 2) at the school's discretion.
- A newly-enrolled or transfer student would be immediately screened based on a review of his or her cumulative folder by the receiving administrator, counselor, and/or teacher.
- Title I targeted-assistance schools may conduct additional screenings of students to determine their eligibility to participate in school-targeted literacy programs.



What is Progress Monitoring?

Progress monitoring supports the universal screening process and assures that students are correctly matched with their curriculum and instructional experiences. It is the process of conducting assessments (at least monthly) between universal screenings on students who are receiving targeted group or individual interventions. Its purpose is to determine rates



Am I teaching this student the right skills in a way that reaches him?

Is he learning what I am teaching?

If not, what do I change?



of improvement and whether the student is benefiting from interventions. Progress monitoring data serve an important function in applying decision rules which changes services among tiers. Which progress-monitoring tool is best for your school? Go to the **National Center on Student Progress Monitoring** and review this presentation to find one that fits your needs.

<http://www.studentprogress.org/weblibrary.asp#tools>



State Guidance



The Public Education Department provides the following guidance for universal screening and progress monitoring at each tier under the state rule for the three-tier model of student intervention.

Tier 1



All students receive research-supported core instruction and then learning is periodically assessed. **In New Mexico, short-cycle assessments are the fundamental Tier 1 universal screening mechanism for academics.** Short-cycle assessments are typically administered in each school three to four times a year and are used to assess student risk status for achieving grade-level benchmarks or proficiency on the New Mexico Standards-Based Assessment (NMSBA). The short-cycle assessment programs generate reports that can be analyzed for class or individual student rate of growth. While short-cycle assessments provide a status report on students (e.g., at-risk or not at-risk), the purpose is also to use that data to assist teachers and/or school-based teams in determining whether differentiated instruction is needed or effective. That is, are the students responding positively to the instruction? If not, Tier 1 instruction or curriculum is evaluated and adjusted accordingly. Note: This is only effective if teacher are receiving the results within a relatively immediate time frame after the assessment was administered.



Although conducting progress monitoring between short-cycle assessments is best practice, schools may chose whether or not to do so using measures such as **curriculum-based measures (CBMs)**, or core or content-area classroom assessments for all students, or just for small groups of students who are receiving extra assistance at Tier 1. Model documentation forms appear on page 197 and 198.



Tier 2



Students receiving individual or standard treatment protocol Tier 2 supplemental interventions are progress monitored against grade-level standards more frequently (at least monthly) allowing a more dynamic look at the student's learning and behavioral risk. In addition to periodic short-cycle assessment data, **curriculum-based measures (CBMs)** (see page 116) or **behavioral logs/ratings** are utilized as progress monitoring tools. They provide the Student Assistance Team (SAT) with





additional data in regards to how well a student is responding to the targeted interventions provided by the SAT Intervention Plan. The SAT determines the frequency of additional monitoring for the individual student throughout the Tier 2 intervention period (Example: weekly or biweekly?). It is recommended that, at this point, progress-monitoring data is graphed to determine if the student’s rate of learning or behavioral trend is adequate to meet the goal over time. Graphs will also assist in the effective application of applying decision rules from Tier 2 to Tier 3 at which point an educational diagnostician or other evaluator may be analyzing data to see if the student exhibits a dual discrepancy. (See page 66.)



Tier 3

In New Mexico, students at Tier 3 receive special education and/or gifted education services. In Tier 3, the student receives the universal the screening and progress monitoring mechanisms used at Tiers 1 and 2. In addition, the student receives any additional type of diagnostic tests the student’s Individualized Education Program (IEP) team may determine to be relevant to plan specially-designed instruction and to assess progress towards annual IEP goals and objectives that are periodically reported to parents. Because some students with disabilities may be significantly below grade-level peers and show a slower growth rate towards grade-level standards, the IEP team must determine how often a student needs to be monitored in order to be sensitive to the student’s growth and/or tolerance for additional assessment, as well as what accommodations the student needs. Recommendations range from weekly or biweekly to every nine weeks.



What is Curriculum-Based Measurement (CBM)?

Curriculum-based measurement (CBM) is a type of formative assessment that is conducted on a regular basis (at least monthly) and directly measures an individual student’s rate of improvement with basic skills of reading, language arts, and math at the student’s instructional level. CBMs can measure both fluency and accuracy of student responses. They can be teacher-developed, purchased, or found online. Some core or intervention programs include prepared CBMs. Commercial or computer-based CBMs provide the greatest reliability and divert less time from instruction.



CBMs are administered in small groups or individually depending on the skill. In any case, CBMs are meant to be brief (2–4 minutes), short assessments linked to the curriculum, reliable, and easy to administer and score (Example: a brief reading passage where the teacher counts words read correctly by the student or words read correctly per minute). In this way, teachers or teams can quickly measure the





impact of the instruction and then fine-tune instruction or interventions, as necessary. CBMs are sometimes called **probes**.



Students receiving Tier 2 interventions through a SAT Intervention Plan need to be given progress monitoring through CBMs on a frequency schedule determined by the SAT and documented in the SAT Intervention Plan. (weekly, biweekly, monthly) For students receiving Tier 3 special education services, the IEP team determines the frequency of additional progress monitoring.



Student-level results from CBMs at Tier 2 are typically graphed and the aim line or typical peer performance is compared to the trend line (slope) to determine the student's learning rate. After the scores are entered on the graphs, the SAT or IEP decides whether to continue instruction and/or intervention in the same way, or to change it. A change is necessary if the trend line (slope) on the graph is lower than is needed to meet the instructional goal and/or keep pace with typical peers. (See page 119.)



Learn more about CBMs



Check out the variety of **CBM training modules** available from the National Center on Response to Intervention. Go to www.rti4success.org . Click on "Resources" and then on "Library."



Graphing Results of Progress Monitoring

Robust progress monitoring procedures, such as graphing results and using aim lines and trend lines, are essential in order to consistently apply decision rules and/or make eligibility determinations for special education. Graphs are also a visual tool that allow for teachers, parents, and others to easily see the effect of an intervention. Many computer-based progress-monitoring systems have features that will automatically produce such graphs for individual students, or even a class skills graph or profile report. If not, graphs can be hand-made if necessary. In some cases, students can create their own graphs.



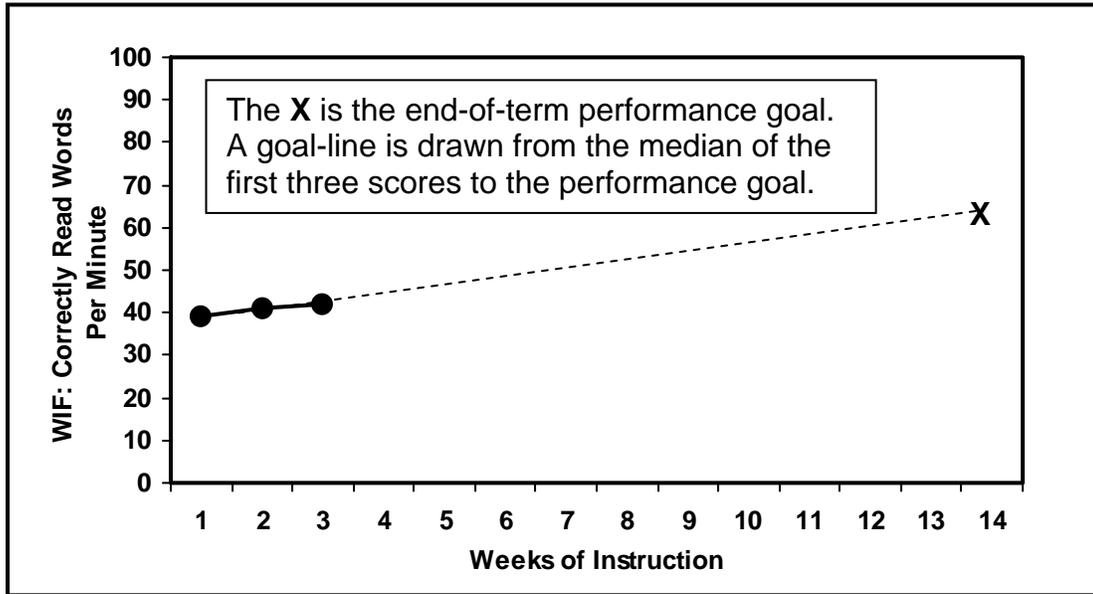
Aim and Trend Lines

An **aim line** is a line created between the current performance and the end-of-term performance goal (that is, end of a grading period, semester, or school year). **Trend lines** (sometimes called the **slope**) are graphic indications of a student's overall slope of progress and assist in determining whether progress when compared to typical peers is sufficient to meet the goal. There are several technical approaches exist for to determining aim and trend lines, among which is the Tukey Method



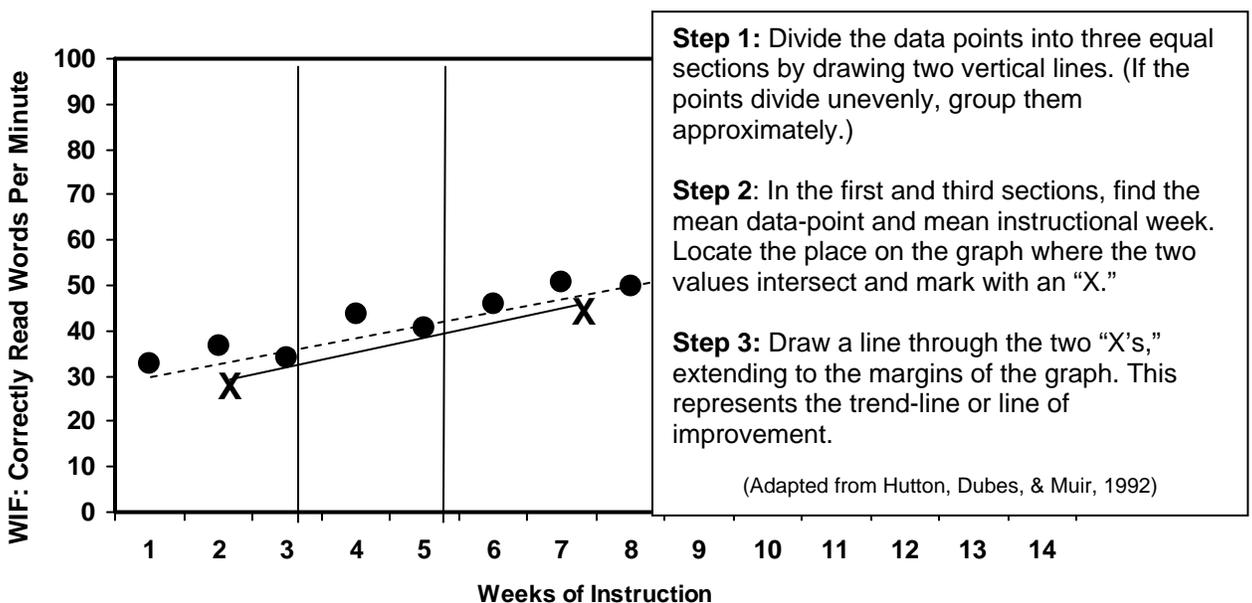
(illustrated below) from the National Center on Student Progress Monitoring website: www.studentprogress.org/library/training.asp

Example: Progress Monitoring Chart with Aim Line



In this example, data was plotted to establish the student’s baseline in reading. Then the student’s 11-week goal was to increase words read correctly per minute from about 35 to 60, as 60 is the grade-level goal. The **aim line** was drawn on the graph to show the slope of progress required to meet the goal. Next, the intervention is implemented, progress is monitored each week by using a brief assessment, and then data points are plotted on the graph to establish a trend, as shown below.

Example: Developing a Trend Line using an Adaptation of the Tukey Method





Now the teacher or the team monitoring the student's progress can see if the learning or behavioral trend is sufficient to warrant the continuation of the intervention as is and reach the goal at the end of the defined instructional period.

Considerations:

- If three to four consecutive data points are below the aim line, then change the intervention or its intensity in one of the areas of program, frequency, group size, reinforcement, or instructor quality.
- If you change the intervention, then document it on the graph.
- If there are a few consecutive data points above the aim line, it can signal exciting success. On the other hand, it may mean the goal was set too low and needs revision, so that needs to be considered as well.
- Data from behavioral logs can also be graphed to show aim and trend lines.



Although these examples are for an individual student, teachers may wish to do something similar on a classroom basis as a quick way to progress monitor instructional effectiveness. Simply compare the percentage of students in the class who have met the benchmark on a core skill assessment, content-area assessment, or behavioral goal with the end-of-term goal. If the difference is large, consider changing the instructional delivery through differentiation and/or the classroom practices.



Please see **Training Modules Resources** on page 121.



Student Data Folders

Data folders or notebooks are ways for teachers to monitor class performance and for individual students to track their own performance. In many cases, and as determined appropriate by the teacher, students can create their own data folders in which they set goals, and chart or graph their progress in one or more core or content-area subjects, and/or behavior (if necessary). Students can also keep work samples in their folders that support the data. In this way, students receive important feedback about their learning, are motivated to learn, and take ownership in their performance. The folders are also great tools for parent-teacher conferences, student-led conferences, and IEP meetings.



Tips

Teach students within the first couple weeks of school about data folders. Once universal screening is completed, then students can begin to set goals. Goals can be set for the class and/or for the individual student, but they must be

- realistic;
- measurable;





- broken down into steps;
- tied to the curriculum or class/school behavioral expectations; and,
- revisited at set intervals and when progress monitoring data is available, and then adjusted if necessary.



Resources

- The Cedar Rapids Community Schools in Cedar Rapids, Iowa has a website link devoted to this topic with tutorials and examples. http://quality.cr.k12.ia.us/Tutorials/data_folders/data_folder_index.html
- Leander Independent School District in Leander, Texas has a website for student data notebooks that is very comprehensive and features ready-to-go templates. <http://classroom.leanderisd.org/webs/sdfolders/home.htm>



Special Note

Student data folders are an education record under the federal Family Educational Records and Privacy Act (FERPA) and any personally-identifiable information in the folder must be protected as required by law.



Universal Screening and Progress Monitoring Resources

To learn more about universal screening, progress monitoring, CBMs, and available tools, please see the resources below. Outside of state resources and federally-funded technical assistance centers, the New Mexico Public Education Department does not endorse the materials or tools included in this list. However, it offers this information so schools can easily locate what is readily available, and then review them to make informed decisions about ones that will best met their needs. Many of the web-based resources are free.



Technical Assistance Centers

- **National Center on Student Progress Monitoring.** To meet the challenges of implementing effective progress monitoring, the Office of Special Education Programs (OSEP) has dedicated this national technical assistance and dissemination center for the implementation of scientifically-based student progress monitoring. It includes resources, training materials, and a **review of various progress monitoring tools.** www.studentprogress.org.
- **The National Center on Rtl** provides a **Screening Reading Tools Chart** and a **Progress Monitoring Tools Chart** that reflect the results of the first annual review by the Center’s Technical Review Committee. Click on “Tools.” <http://www.rti4success.org>



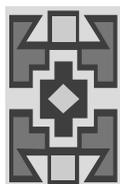


Training Modules



- **Rtl: Data-Based Decision Making** is an excellent case study training module developed by the IRIS Center, a federally-funded center at Vanderbilt University. This case study training module provides information about and actual practice in examining a student's progress monitoring data to determine if the student is responding adequately or if the student would benefit from more intense intervention. **Essential professional development for SAT core members!** <http://iris.peabody.vanderbilt.edu/resources.html>
- **Rtl: Progress Monitoring** is a case study from the IRIS Center that provides additional opportunities to practice the application of basic progress monitoring concepts within the response to intervention (Rtl) framework, including the administration and scoring of probes as well as the graphing of student progress. <http://iris.peabody.vanderbilt.edu/resources.html>
- **National Center on Response to Intervention (NCRTI)** at www.rti4success.org features CBM training modules.

Products and Web-Based Resources



- **AIMSweb** is a computer-based universal screening and progress monitoring system. <http://www.aimsweb.com>
- **Chart Dog** is an online tool that allows you to enter data and make your own progress-monitoring graphs. http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php
- **Curriculum-Based Measurement: A Manual for Teachers** <http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf>
- **Curriculum-Based Measurement Warehouse** is a one-stop resource for CBMs. <http://www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php>
- **Group Reading Assessment and Diagnostic Evaluation (GRADE)**, Pre-K to adult. www.pearsonassessments.com
- **Group Mathematics Assessment and Diagnostic Evaluation (G-MADE)**, Grades K–12 www.pearsonassessments.com
- Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). **Responsiveness to intervention (RTI): How to do it**. Lawrence, KS:



National Research Center on Learning Disabilities. In this series of manuals on RtI topics, Sections 1 and 2 feature school-wide screening and progress monitoring procedures and resources. http://www.nrclid.org/rti_manual



- **Monitoring Basic Skills Progress** is a CBM math kit for grades 1–6. <http://www.proedinc.com>



- Psychological Software Solutions’ **Review360™** program is web-based technology to recommend and track multi-tier positive behavior interventions and strategies. <http://www.psiwaresolutions.com>



- **Renaissance Learning STAR** products provides computer-adaptive screening and progress monitoring tools for grades PreK–12 for early literacy, reading, and math. <http://www.renlearn.com/STARproducts.aspx>



- **RtIm Direct** is an intervention and management tracking system compatible with a variety of assessments and CBMs. <http://www.rtimdirect.com>



- **School-Wide Information System**, (SWIS) is a program to assist schools in collecting discipline referral data and using the data to drive decision-making about the school’s behavioral system. www.swis.org



- **Scholastic Reading Inventory** (Grades 1–12) provides immediate, actionable data on students’ reading levels and growth over time to help educators differentiate instruction and make meaningful interventions. <http://teacher.scholastic.com/products/sri/>



- **System to Enhance Education Performance (STEEP)** features over 100 products for screening, progress monitoring, intervention, and web-based data management. <http://www.isteep.com>



- **Systematic Screening of Behavioral Disorders (SSBD)** is a screening tool for grades K–6 to identify students at risk for potential behavior disorders. http://www.nhcebis.seresc.net/universal_ssbid



- **Texas Primary Reading Inventory (TPRI)** is a research-based early reading assessment and screening tool. Available in kits for grades K to 3. Each kit contains administration materials, directions, and an Intervention Activities Guide with instructional activities. www.tpri.org



- **Wireless Generation** offers progress-monitoring software for schools. www.wirelessgeneration.com



Glossary of Related Terms

Below are terms and definitions used in this document.



Academic Improvement Plan (AIP)

Under state statute, this is a written plan required for students in grades K–8 who have been retained and those who have been promoted despite a retention recommendation. The AIP is developed by the SAT.



Accommodation

Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curricula, and assessments.



Acculturation

The gradual process of adaptation to a new cultural environment



Aimline

Line on a graph that represents expected student growth over time.



AYP: Adequate Yearly Progress

The statewide accountability system mandated by the federal No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the U.S. Department of Education. AYP is measured by specific subgroups of students.



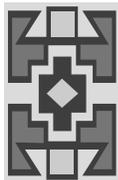
Behavioral Intervention Plan (BIP)

A written plan that outlines the behavioral interventions and supports to assist a student in demonstrating appropriate behavior and in replacing problematic behaviors.



Coordinated Early Intervening Services (CEIS)

Preventive components under the federal Individuals with Disabilities Education Act (IDEA) of 2004 and state special education rules. It allows a local education agency to use up to 15% of its IDEA Part B funds in any fiscal year, less any funds reduced from its local fiscal effort, to develop and implement coordinated, early intervening services and supports to at-risk students not already identified as eligible for special education. CEIS funds may also be used to provide professional development and to fund academic or behavioral evaluations.





Core Curriculum

A course of study that is deemed critical and usually made mandatory for all students of a school or school system. That is, the body of knowledge that all students are expected to learn as set forth in **district and state standards**. Core curricula must be scientific and research-based.



Curriculum-Based Measurement (CBM)



Direct assessments of student progress administered in a frequent and standardized manner, and that are aligned to state content standards and benchmarks. They are typically brief and/or timed samples. Student-level results can be graphed and compared to classroom peers. Also called **Probes**.



Cut Score

A minimum level of performance to demonstrate that a skill or behavior meets a specific standard. Cut scores are usually expressed as a percentile or scaled score.



Data Points

Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.



Data-Based or Data-Driven Decision-Making

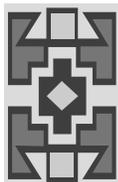


The process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. In an RtI framework, data-based decision making is continuous and regular.

Decision Rules



The criteria a school establishes for systemically changing services for a student from Tier 1 to Tier 2, Tier 2 to Tier 3, or reverse course.





Differentiated Instruction

Designing different lesson plans and/or assignments for small groups of students to meet the learning needs of diverse learners within a classroom. Grouping strategies, teaching methods, assignments, and materials are chosen based on data about student skill levels, interest levels, and learning preferences. **It is through differentiated instruction that teachers can effectively provide interventions in Tier 1 of the response to intervention framework.** Differentiation is not the same as individualization.



Disproportionality

The over- or under-representation of minority students in special education. In other words, there is a disproportionate number, either a significantly larger or smaller percentage, of students from a specific minority background receiving special education services than the percentage of that minority in the population generally.



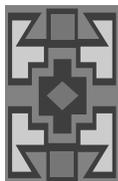
Dual Discrepancy Model

A dual discrepancy exists when a student performs both significantly below the level of grade-level peers (**low achievement**) and shows a learning rate substantially below grade-level peers (**low progress/growth**). In New Mexico, educational diagnosticians must use this model as part of the process to determine if a student in grades K–3 has a learning disability.



Educational Plan for Student Success (EPSS)

In New Mexico, the annual strategic long-range plan written by all schools and districts to improve student performance. The EPSS is developed in alignment with the ***New Mexico School Improvement Framework***.



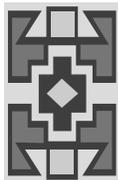
English Language Learners (ELLs)

A student whose first or heritage language is not English and who is not able to read, write, speak or understand English at a level comparable to grade-level proficient peers and native English speakers.



Explicit Instruction

Involves direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction. It involves explanation, demonstration, and practice with topics being taught in a logical order. Another characteristic of explicit teaching is modeling skills, thinking, and behaviors. This also involves the teacher thinking out loud when working thorough problems and demonstrating processes for students.





No Child Left Behind Act (NCLB)

The Elementary and Secondary Education Act (ESEA) [original passage in 1965], renamed the "No Child Left Behind" (NCLB) Act of 2001. It is the federal statute relative to K–12 public education.



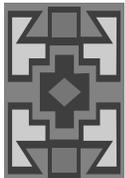
Fidelity

The degree to which RtI framework components are implemented as designed, intended, and planned by the developer or publisher. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery, and progress monitoring.



Formative Assessment

Ongoing assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. The results of formative assessments are used to modify and validate instruction.



Functional Behavior Assessment (FBA)

A problem-solving process that relies on a variety of techniques and strategies to identify the “triggers” and purposes of specific behavior. An FBA enables school teams to better select interventions to directly address the problem behavior. An FBA lays the foundation for a Behavioral Intervention Plan (BIP).



High-Yield Instructional Strategies

Research-based teaching strategies that increase student achievement. See *Classroom Instruction that Works: Research–Based Strategies for Increasing Student Achievement* (ASCD) by Dr. Robert J. Marzano, et. al.



IDEA

Individuals with Disabilities Education Improvement Act of 2004, also referred to as IDEA 2004 Part B. Original passage in 1975; latest reauthorization in 2004. This is the federal statute relative to public education and services to students with disabilities ages 3 through 21.





Intervention

Any change to increase the *intensity* of instruction. Changes can be made in the areas of program, time, grouping, or instructor skill level. Interventions are successful when data shows opportunities for advanced learners, a narrowing of the achievement gap for struggling learners, and/or a reduction in problem behavior and an increase in the desired replacement behavior. An accommodation **is not** an intervention.



Learning Disability (LD) /Specific Learning Disability (SLD)

IDEA 2004 defines a Learning Disability/Specific Learning Disability in the following manner. *The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:*



- (i) Oral expression
- (ii) Listening comprehension
- (iii) Written expression
- (iv) Basic reading skill
- (v) Reading fluency skills
- (vi) Reading comprehension
- (vii) Mathematics calculation
- (viii) Mathematics problem solving



Learning Rate

Average progress/growth over a period of time



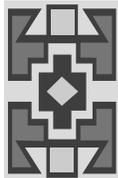
Multidisciplinary Evaluation

A battery of individual diagnostic tests conducted by an educational diagnostician used to assess a student's possible need for special education services and/or gifted education.



New Mexico School Improvement Framework

In New Mexico, a document written by the Department and used by districts and schools to develop and monitor their school improvement plans known as the EPSS. See also **EPSS**.



Next-Step Plan

Required by state statute, it is an annual written plan in which a student at the end of grades 8 to 11 specifies post-high school goals and sets forth coursework to



meet those goals. The plan is written in collaboration with the student’s parents, counselor, and other school officials.



Positive Assistance for Student Success (PASS)

A toolkit for Student Assistance Teams (SATs) published by the New Mexico Public Education Department. PASS is a systematic coordinated approach to serve both the student and the family with issues related to health and social needs. The process can be used as an adjunct to the academic and behavioral interventions prescribed by the SAT in order address family challenges impacting the student at school.



Positive Behavioral Support (PBS)

A system of school-wide practices that teach, encourage, and reward positive student behavior and that have a prevention focus.



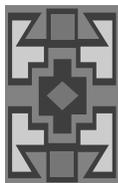
Problem-Solving Approach/Team

An approach to an academic and/or behavioral problem that utilizes a team who come together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need. In New Mexico, the Student Assistance Team (SAT) is the problem-solving team for Tier 2.



Progress Monitoring

For students receiving an individualized intervention in Tiers 2 and 3, progress monitoring is a practice used to assess a students’ response to additional support. at more frequent intervals (at least monthly) between universal screenings. Teachers or grade-level teams may also wish to utilize formal or informal progress monitoring at Tier 1 for small groups of students or an entire class as a way to assess daily teaching, provide student feedback, and/or to determine the need for differentiated instruction or other universal interventions.



Remediation

Instruction intended to remedy a situation, or to teach a student something that he or she should have previously learned or be able to demonstrate. It assumes appropriate strategies matched to student learning have been used previously.



Research-based Instruction/Interventions

Ones that have been used with a large sample of students and have demonstrated a positive correlation between the intervention and student progress. In addition,



the results have been documented in peer-reviewed literature or by a panel of experts through vigorous, scientific review. Sometimes called **evidence-based**.



Response to Intervention (RtI)

A multi-tiered organizational framework that uses a set of increasingly intensive academic or behavioral supports, matched to student need, as a system for making educational programming and eligibility decisions. It is a continuum of school-wide support that contributes to overall comprehensive school improvement efforts. Sometimes called *Responsiveness to Intervention*. See ***The Three-Tier Model of Student Intervention***.



Screening

See ***Universal Screening***.



Short-cycle Assessment

A formative assessment measure that is regularly used over the school year with all students to assess student academic performance, as well as to predict performance on the yearly standards-based assessment. See also ***Universal Screening***.



Standard Treatment Protocol

Use of the same empirically-validated intervention for all students with similar academic or behavioral needs; facilitates quality control.



Student Assistance Team (SAT)

A school-based group of people whose purpose is to provide additional Tier 2 support to students who are experiencing academic or behavioral difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations. Public agencies may have similar names used for this team, such as *student success team* or *student support team*. In New Mexico, schools are required to have a SAT process for Tier 2 of the three-tier model of student intervention.



Summative Assessment

A type of assessment is used to determine the effectiveness of instructional programs and services at the end of an academic year. The goal of summative assessments is to make a judgment of student proficiency after an instructional phase is complete.





The Three-Tier Model of Student Intervention

The name for New Mexico's Rtl Framework



Tiering (Tiered Instruction; Tiered Assignments)

Tiering is a **differentiated instruction strategy** and is considered an intervention. *Tiered instruction* and *tiered assignments* are ones where teachers teach and/or students work on different levels of activities toward a common objective/standard depending on skill readiness, learning preferences, and interest levels. (*Tiering in this context is not related to Tiered Model below.*)



Tiered Model

A common model of three or more tiers that comprise an overall Rtl framework and delineates how a school or system organizes to deliver instruction based on student need. **New Mexico uses a three-tier model defined in state rule at Subsection D of 6.29.1.9 NMAC.**



Trend Line

Line on a graph that connects data points; compare against aimline to determine level of responsiveness to intervention. See also ***Aimline***.



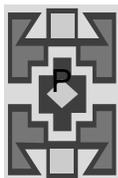
Universal Interventions

Best instructional practices, part of effective instruction, and the first line of intervention for all students. **Universal interventions at Tier 1 generally take the form of differentiated instruction.** They are ones that are applied on a school-wide, grade-level, or classroom basis. See also ***Differentiated Instruction***.



Universal Screening

A variety of assessments that are administered to all students in the first weeks of school, and then again three to four other times during the school year as a way to identify students at risk and/or to adjust instruction (Also known as **short-cycle assessments**). Sometimes this type of universal screening is called **benchmarking** as it is meant to measure adequate student progress towards grade-level proficiency of state standards. The yearly standards-based assessment is also considered universal screening. That is because the data can be used in the following school year as part of universal screening process that happens at the beginning of a school year.





Truancy Prevention Model: A Case Management Approach

Parts adapted from: Nancy Erbstein, PhD and Elizabeth Miller, MD, PhD,
*Policy /Brief: Partnering with Communities to Promote Student Success:
A Review of Research, April 2008*



Successful truancy prevention programs employ a broad range of school-community partnership strategies. Such strategies focus on

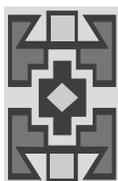
1. a structured approach for working with students and families with complex needs;
2. fostering student and family engagement;
3. enhancing social support and social/physical well-being at school and beyond by connecting students and their families to needed resources, fostering a climate of care and respect, and helping to strengthen community and neighborhood contexts; and,
4. tapping local knowledge, resources, and constituencies to foster academic and social support, as well as facilitate stronger partnerships.

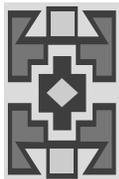


A positive approach to truancy prevention is based on case management functions. It builds on student and family strengths and helps students and families find solutions to their problems. Intervention for truancy prevention in a case management approach should include the following:



- **Assessing student why the student is missing school**
- **Determining what the student and family needs are** and match those needs with appropriate public or private providers, including civic and corporate sponsors
- **Making referrals** to appropriate entities (i.e. health, juvenile justice, and social service providers)
- **Identifying and coordinating age-appropriate resources** for students in need of
 - counseling, training and placement for employment;
 - drug and alcohol abuse counseling;
 - family crisis counseling; and,
 - mental health counseling.



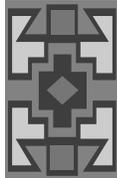


- **Collaborating and coordinating** with health, juvenile justice, and social service agencies and organizations through school-based and off-site delivery systems
- **Recruiting** service providers and business, community and civic organizations to provide needed services and goods that are not otherwise available to a student or his family
- **Establishing partnerships** between the school and community organizations such as juvenile justice, civic, business and professional groups and organizations; and recreational, social and after-school programs such as boys' and girls' clubs, and boy and girl scouts
- **Promoting family** support and parent education programs
- **Seeking out other services or goods** a student or his family needs to succeed



Education leaders can take several recommended steps to foster the case management approach to truancy prevention:

1. **Provide Technical Assistance and Professional Development.** Schools must be staffed and led by people who have the insight, knowledge and skills needed to effectively collaborate with local individuals and institutions. These include: 1) cultural competency; 2) collaboration and communication skills; 3) knowledge of effective practices and strategies; 4) ability to use and share data, 5) how to foster effective partnerships for truancy preventing; and 6) understanding of relevant policy and funding sources. A recommendation is to allow 10% of the funds allocated for a truancy case management approach to be utilized specifically for technical assistance and professional development.
2. **Encourage Local Planning for Partnerships.** Ongoing planning of comprehensive partnerships enables schools, districts, and their partners to identify needs and resources, assess progress, and define strategies. Local planning efforts need to build upon existing planning mechanisms and requirements.



3. **Identify Sufficient, Sustained Funding.** Truancy prevention strategies often rely on short term, inadequate funding, so when resources disappear, programs do as well. The case management approach to truancy prevention recommends: 1) Truancy Liaison staff in each district; and 2) case management liaisons in the schools. The number of case management liaisons needed would depend on the number of students served. A recommendation might be to provide funding to support 1) Truancy Liaisons in each district and 2) to follow the Family and Youth Resource Act approach of \$45,000 per school for Case Management Liaisons.

4. **Evaluation.** Preliminary evaluation of the case management approach to truancy prevention has shown this approach to be effective. Continued evaluating is needed to determine the continued effectiveness of the program and to allow successes to be shared statewide. A recommendation is to allow 5% of the funds percentage for a truancy case management approach to be utilized specifically for program evaluation.



The state's *Guide to Truancy Referrals* is available on the PED's website at www.ped.state.nm.us at the link for the School and Family Support Bureau.

Dual Discrepancy: A Rationale for Change

Making Determinations under an RtI Framework that a Student has a Specific Learning Disability (SLD)

Through decades of educational practice, it has become generally accepted that a “severe discrepancy” between performance and intelligence is *in fact* a learning disability, or at least a proxy for a learning disability and its underlying processing disorders. It is now acknowledged that there is not a clear scientific basis for the use of a measured IQ/achievement discrepancy as either a defining characteristic of or a marker for SLD.

Though numerous authorities (Fletcher et al., 1998; Lyon et al., 2001; Stanovich, 2005) have identified problems with severe discrepancy models, it has persisted as the most widely-used diagnostic concept. In the 1997 reauthorization process, the concern with discrepancy approaches reached a head and the U.S. Office of Special Education Programs (OSEP) committed to a vigorous program of examining and summarizing evidence around SLD identification. That effort resulted in the Learning Disabilities Summit, as well as subsequent roundtable meetings involving representatives of major professional organizations. While preparing for the 2004 IDEA reauthorization, OSEP conducted the 2002 Learning Disabilities Roundtable to generate a series of consensus statements about the field of learning disabilities. With respect to the use of discrepancy formulas, the members stated:

Roundtable participants agree there is no evidence that IQ/achievement discrepancy formulas can be applied in a consistent and educationally meaningful (i.e., reliable and valid) manner. They believe SLD eligibility should not be operationalized using IQ/achievement discrepancy formulas (pg. 8 of the report).

Other points of consensus from the Roundtable include:

1. Identification should include a student-centered, comprehensive evaluation and problem-solving approach that ensures students who have a specific learning disability are efficiently identified (pg. 6 of the report).
2. Decisions on eligibility must be made through an interdisciplinary team, using informed clinical judgment, directed by relevant data, and based on student needs and strengths (pg. 29 of the report).



Universal screening and progress monitoring under an RtI framework requires changes in the ways resources are used and a very close relationship between general and special education. General educators need to understand the approach and why all of their students need to be closely monitored—especially in the development of early academic skills. Special educators must understand the limitations of traditional assessment systems and adopt highly prescriptive and systematic interventions. Most importantly, general and special educators need to work together to implement and maintain the system.



Issues with the Severe Discrepancy Model



Issue #1: *Severe discrepancy models fail to differentiate between students who have SLD and those who have academic achievement problems related to poor instruction, lack of experience, or other confounding factors.*



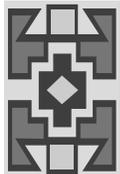
It is generally agreed that the model of achievement-ability discrepancy that has been employed was influenced by research conducted by Rutter and Yule (1975) (reported in Reschly, 2003). This research found two groups of low achieving readers, one with discrepancies and one without. It was this finding that formed the basis for the idea that a discrepancy was meaningful for both classification and treatment purposes. Later analyses of this research, and attempts to replicate it, have failed to produce support for the “two group” model for either purpose. In fact, it is now accepted that reading occurs in a normal distribution and that students with dyslexia or severe reading problems represent the lower end of that distribution (Fletcher et al., 2002). For a thorough discussion of this important issue, see Fletcher et al., 1998.



Issue #2: *The application of severe discrepancy models has been shown to discriminate against certain groups of students: students outside of “mainstream” culture and students who are in the upper and lower ranges of IQ.*



Due to psychometric problems, discrepancy approaches tend to under-identify students at the lower end of the IQ range and over-identify students at the upper end. This problem has been addressed by various formulas that correct for the regression to the mean that occurs when two correlated measures are used. However, using regression formulas does not address issues such as potential language and cultural bias in IQ tests, nor does it improve the classification function of a discrepancy model (Stuebing et al., 2002).





Issue #3: Severe discrepancy models do not effectively predict which students will benefit from or differentially respond to instruction. The research around this issue has examined both progress and absolute outcomes for students with and without discrepancy, and has not supported the notion that the two groups will respond differentially to instruction (Stanovich, 2005). Poor readers with discrepancies and poor readers without discrepancies perform similarly on skills considered to be important to the development of reading skills (Gresham, 2002).



Issue #4: The use of discrepancy models requires students to fail for a substantial period of time—usually years—before they are far enough behind to exhibit a discrepancy. In order for students to exhibit a discrepancy, two tests need to be administered—an IQ test, such as the Wechsler Intelligence Scale for Children, and an achievement test, such as a Woodcock Johnson Tests of Achievement. Because of limitations of achievement and IQ testing, discrepancies often do not “appear” until late second, third, or even fourth grade. Educators and parents have experienced the frustration of knowing a student’s skills are not adequate and not typical of the student’s overall functioning, and being told to “wait a year” to re-refer the student. While waiting for a discrepancy to appear, other persistent problems associated with school failure develop such as compromised motivation, vocabulary deficits, and deficits associated with limited access to written content.

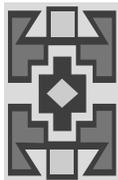


Considering all of the methodological problems associated with discrepancy formulas, this feature is the one that is most problematic for parents and practitioners—so problematic, that by the late 1990’s the discrepancy approach was referred to as the “wait and fail” approach by federal officials (Lyon, 2002).



Are there better ways to determine SLD eligibility?

Generally, attempts to reliably define and measure psychological processing difficulties have yielded limited results. However, related to this research, certain skills have been identified as robust predictors of academic performance. These skills may be characterized as “critical indicators” or “marker variables.” When embracing this approach, one accepts that the indicator may represent both constitutional *and* learned skills, and that the variable represents an important capability. Using this approach, researchers have identified measures of





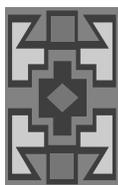
phonological awareness and early literacy knowledge such as letter sound relationships as powerful early predictors of later reading performance. (Good and Kaminski, 2003) Similarly, fluent reading of connected text continues to be highly correlated with growth in both word reading and comprehension, and represents meaningful ways to screen and progress monitor in reading (Fuchs and Fuchs, 1998). Using this approach provides a method of screening to identify students with potentially persistent academic problems, and assessing them further. Fortunately, these variables have been identified for the most prevalent of school identified specific learning disabilities—those in the area of reading. Similar measures for domains such as listening comprehension, math reasoning, math problem-solving, and written language have not been as thoroughly investigated.



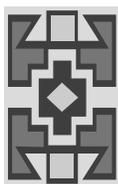
Use of these indicators is a key practice that underlies the response to intervention (RtI) approach. Since they are valid measures of current performance and good predictors of later performance, they can be used to prevent the most serious of problems with severe discrepancy models—the problem of waiting for students to fail before they receive help.



In an effort to make decisions that are founded in current research, provide early intervention services, increase the capacity of general education to meet student needs, and limit the number of inappropriate referrals for special education services, the New Mexico Public Education Department enacted a state rule which requires the use of the **dual discrepancy model** (see definition below). The dual discrepancy model is founded in the analysis of progress monitoring data under an RtI framework for purposes of SLD identification in our public schools. This model is established in the *NMTEAM*. Thus, all public schools in New Mexico must use the dual discrepancy identification model for students in grades K through 3 by July 1, 2009 as part of the variety of data sources used to determine SLD eligibility. (See Criteria for Identifying Students with Perceived Learning Disabilities: Subsection C of 6.31.2.10 NMAC.)



Schools will continue to have the option of using either the severe discrepancy model or the dual discrepancy model for students in grades 4 to12, though it is expected that the dual discrepancy model will be required at grades 4 to 6 in the coming years. Grade level is determined by the grade the student is in on the date of the Multidisciplinary Team meeting to determine eligibility for special education.





What is a dual discrepancy?

A **dual discrepancy** is said to exist when a student performs both below the level of grade-level peers (**low achievement**) and shows a learning rate substantially below grade-level peers (**low progress**). In other words, a discrepancy in both indicators. In New Mexico, educational diagnosticians must now use this model as part of the process to determine if a student in grades K–3 has a specific learning disability.



What is state-defined criteria for establishing a dual discrepancy?

Please see pages the SLD section of the New Mexico Technical Evaluation and Assessment Manual (NMTEAM) at

http://www.ped.state.nm.us/seo/technical_assistance/NMTeamManual62907.pdf



Citations

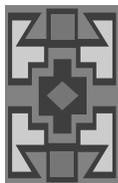
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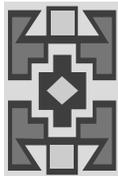
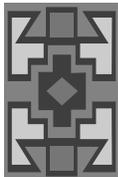
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Student Intervention Fidelity Checklist for Tiers 1 and 2

Suggested use: Use this checklist to document that interventions have been implemented with fidelity for the student receiving Tiers 1 and 2 services. **All areas need to be marked “yes” prior to making a referral for special education evaluation, unless the Student Assistance Team (SAT) has immediately referred the student.**

Student: _____ Teacher: _____

Grade: _____ Age: _____ School: _____

Tier 1—Universal Screening and Appropriate Core Instruction

Yes No **Research-Based General Education Curriculum and Methodologies**

The student is placed in a general education classroom where a highly-qualified teacher is using research-based curricula and strategies based on district and state standards.

If yes, provide rationale and attach any relevant documentation:

If no, describe action step:

Yes No **Fidelity of Instruction**

The curricula, including extensions to the core, were implemented with fidelity for this student.

If yes, provide rationale and attach any relevant documentation:

If no, describe action step:

Yes No **Differentiation of Instruction/High-Yield Instructional Strategies**

Specific instructional strategies and/or adjustments to assignments or lessons were consistently implemented to meet the student’s needs.

If yes, provide rationale and attach any relevant documentation:

If no, describe action step:

Yes No **Short-Cycle Assessment Data (Universal Screening)**

Short-cycle assessment data of the student’s performance in academic content areas are collected at least three times a year and compared to grade level peers in the district. The student scores in the lowest 25% of his or her peer group based on this data.

If yes, provide rationale and attach any relevant documentation:

If no, describe action step:

Tier 2—Student Assistance Team (SAT) Process

Yes No **Child Study Process**

The SAT conducted the child study process for this student

If yes, provide rationale and attach any relevant documentation:

If no, describe action step:

Yes No **Research-Based Interventions**

The student has received research-based interventions through an individualized SAT Intervention Plan for at least four to eight weeks. Selected interventions were matched to student need and deemed to have sufficient power to change to student's performance.

If yes, provide rationale and attach any relevant documentation:

If no, describe action step:

Yes No **Data-Based Decision Making**

The student's individualized or small-group interventions were reviewed, revised, continued and/or discontinued based on student performance and progress after four-week intervals.

If yes, provide rationale and documentation:

If no, describe action step:

Yes No **Fidelity of Intervention**

The SAT Intervention Plan was implemented with fidelity for this student (including core curriculum, extensions, supplemental curriculum, and strategies). At least two direct observations verified the appropriate delivery of the plan.

If yes, provide rationale and attach any relevant documentation:

If no, describe action step:

Yes No **Universal Screening and Progress Monitoring Data**

The student's performance was screened with short-cycle assessments which were reported to parents. In addition, weekly or biweekly curriculum-based measures (CBMs) were implemented for 9 to 18 weeks to monitor the student's progress with SAT Interventions. Data from CBMs was compared to peers and the student's scores meet the state's "dual discrepancy" definition if student is suspected of being learning disabled (i.e., low rate of progress compared to peers with significantly low achievement as compared to peers).

If yes, provide rationale and documentation:

If no, describe action step:

Student Assistance Team signatures (including parent):

Date: _____

Teacher Signature: _____

Date: _____

Research-Based Instruction and Intervention Checklist

How do districts and schools determine if instruction and intervention are scientific and research-based? Districts and schools can use the following checklist to evaluate the six components of research evidence. This evidence might be the information that is provided by a publisher or program developer. Or, it might be an article about an educational practice. The more questions that can be answered with a checkmark, the more likely it is that the evidence is research-based.

Relevance

- Does the evidence provided by the researchers or developers address a question that is important to your needs?* For example, if you have disaggregated your student achievement data and it is clear that many fifth-grade students in Title I schools are performing poorly in algebraic concepts, does the evidence provided demonstrate that the product or program under consideration can improve the performance of such students?
- Do the developers provide evidence that the research they claim supports their product or program links to and flows from relevant theory and theory-based research?* While you may not have the time or inclination to validate this kind of “linkage,” developers should provide evidence that they have documented such linkage. One way they may do this is by conducting a review of existing scientific research related to their product/program. They may also provide a “white paper” that shows the relationship between the literature review and their product/program.
- Do the research procedures, analyses, and findings support the researchers/developers claims?* This can be determined by reviewing the research evidence provided by the developers, checking the US Department of Education’s *What Works Clearinghouse* website (<http://ies.ed.gov/ncee/wwc>), and/or seeking the assistance of research professionals.

Rigor

- If the researchers or developers claim a causal relationship between the intervention (product, service, program) and an outcome measure such as student achievement, did they include a control or comparison group in the study, in addition to the experimental group?*
- Were the study participants (usually students or teachers or schools) randomly selected and/or randomly assigned to experimental versus control/comparison groups?*
- Is sufficient information provided to determine whether the research design, instruments, and procedures are appropriate for answering the research questions posed by the researchers/developers?* For example, if the researchers/developers claim that a particular program improves students’ engagement in learning, did they adequately define engagement? Did they provide information about the reliability and validity of the instruments or processes used to measure student engagement? If the researchers/developers claim that a program is effective, did they conduct an experiment or quasi-experiment? Or, did they conduct a survey only? Surveys by themselves do not prove anything. They provide information about what the respondents think or perceive or report.
- Were the research instruments and procedures applied with consistency, accuracy, and for the purpose intended by the developers of the instruments and procedures?* Researchers should provide enough information for the reader/reviewer to make this judgment. If they do not, then evidence is lacking. Just as research designs should match the purpose of the research study, the

instruments used in a research study should be used as they were intended. For example, norm-referenced achievement tests were not originally designed to show how well students measure up against state achievement standards. So, if developers/researchers want to claim that a particular program improves students' performance on the state's standards, then an instrument that was specifically designed to measure achievement of those standards should be used.

Systematic Approach

- Was the research conducted using carefully planned, logical steps? Were the steps such that following them logically could lead to answering the research question(s)?*

Objectivity

- Did someone other than the publisher or developer conduct the research attesting to the product's or program's effectiveness? If not, was the research conducted by the publisher/developer submitted to review by an independent, expert panel?*

Replicability

- With the information provided, could the same researchers likely repeat the study and obtain the same or highly similar results?*
- With the information provided, could other researchers likely replicate the study's methodology and obtain the same or highly similar results?*

Data Analyses and Interpretation

- Does the research evidence provided include data or data summaries?*
- Are significance levels and effect sizes reported? In education, statistically significant findings are generally .05 or less. A significance level indicates the probability that a particular finding is due to chance rather than to the experimental intervention. For example: If the difference between test scores for the experimental group and the control group is statistically significant at the .05 level, it means there is a five percent probability or "chance" that the findings are erroneous. More important than statistical significance alone, however, are effect sizes. Effect sizes are reported in terms of standard deviation units and tell us something about the practical significance of research findings (i.e. effect sizes are indicators of the size or magnitude of the statistically significant difference between the experimental treatment and control groups). Effect sizes of 1.0 or greater are generally considered large. Effect sizes of .50 are considered "medium", and effect sizes of .25 are considered small (i.e. of little practical significance).*
- Are the conclusions drawn by the researchers/developers clearly supported by the data? If no data or data summaries, significance levels, or effect sizes are provided, it will be difficult, if not impossible, to answer this question.*

Districts and schools may also wish to revisit the language contained in the No Child Left Behind Act (NCLB) with regard to a definition of the phrase *scientific, research-based*. This definition can also be found in the **Glossary** on page 123.



The Rtl Framework

Levels of Intervention Intensity Matrix for Academics

This chart illustrates how instructional and assessment elements within an Rtl framework increase in intensity as students are served in higher tiers.

		Low Intensity			High Intensity	
		Tier 1: Regular Education		Tier 2: Regular Education with Supplemental Services, Prescribed by the SAT	Tier 3: Special Education	
Program Emphasis		Use core program and explicitly teach to standards	Use differentiated instruction as necessary	Supplement core with re-teaching or intervention components of core	Replace current core program with intervention program	Implement specially-designed instruction and related services
Time (Opportunity to Learn)		Schedule and deliver 60-90 minutes of daily core instruction depending on school/class schedule	Increase opportunities for students to respond during core instruction. Use corrective feedback.	Add a supplemental instructional period twice a week (Ex: 90+30 min. or 60+30 min.)	Increase supplemental instruction period to 3–5 times a week	Implement specially-designed instruction and related services based on IEP service schedule
Grouping for Instruction		Use combination of whole, small, and flexible group instruction	Use small-groups for guided practice/ reteaching/ and tiered assignments	Recommend reducing group size down to two to three students	Provide individualized instruction	Implement specially-designed instruction in environment set forth in the student's IEP
Assessment (Universal Screening and Progress Monitoring)		Observations Classroom Assessments Student Work Samples NM Standards-Based Assessments (NMSBA) Short-Cycle Assessments	Observations Classroom Assessments Student Work Samples NMSBA Short-Cycle Assessments Curriculum-Based Measures (CBMs)	Observations Classroom Assessments Student Work Samples NMSBA Short-Cycle Assessments Curriculum-Based Measures (CBMs)	Observations, Student Work Samples, NMSBA, Short-Cycle Assessments, CBMs, Diagnostic Tests	



Response to Intervention (RtI) Fact Sheet

What is Response to Intervention (RtI)?

RtI is a **framework** being used across the country as school systems seek ways to provide early assistance to students experiencing academic and/or behavioral difficulty. It is a problem-solving approach for guiding instruction for **all** students who need assistance—both general and special education. It is also a process that schools may use as part of the eligibility determination that a student is specific learning disabled (SLD) and needs special education and related services. RtI involves providing a student or small groups of students with high-quality academic and/or behavioral interventions matched to their needs, and then monitoring the students' progress frequently to see if there is a significant and positive response. How the students respond then serves as a guide for making educational decisions. Although *RtI* is a relatively new term, it simply represents a best practice for educating students using a scientifically-based and systems approach.

How does RtI work?

In New Mexico, schools must use a three-tier approach to match students with an appropriate level of instruction and/or intervention.

- In **Tier 1**, all students receive appropriate, standards-based instruction including any classroom, grade-level or school-wide interventions, as well as monitoring and screening for potential problems. Tier 1 interventions are provided in the general education classroom.
- In **Tier 2**, students who have not responded significantly to Tier 1 are referred to the school's Student Assistance Team (SAT) and may receive an individual intervention plan. This plan could include more intense instruction, individually or in a small group, and is provided in addition to the general education curriculum at Tier 1.
- In **Tier 3**, a student qualifies for special education services and receives specially-designed instruction and related services through an Individualized Education Program (IEP).

In all tiers, students are universally screened and/or progress monitored to see if the instruction and/or intervention are effective.

What does *universal screening* and *progress monitoring* mean?

As students receive instruction, teachers may divide what they expect students to achieve by the end of year into shorter, measurable steps. Then teachers test, or *universally screen*, all students three to four times a year to check their growth towards those shorter steps. These tests are called *short-cycle assessments*. Teachers also test students receiving Tier 2 and 3 services more frequently (example: a five-minute test every couple weeks). This is called *progress monitoring*. The teachers' progress monitoring documentation, which may include graphs or data charts, serves as useful information for adjusting the instruction and/or intervention, or for referring students to the next tier of help, as necessary.

Where can I learn more?

- New Mexico's RtI website. www.ped.state.nm.us. Check the A-Z Directory for the link.
- The New Mexico Public Education Department's (NMPED's) technical assistance manual: *The Student Assistance Team and Three-Tier Model of Student Intervention—New Mexico's RtI Framework*. www.ped.state.nm.us. Check the A-Z Directory for this title.
- National Center on Response to Intervention: www.rti4success.org
- RtI Action Network www.rtinetwork.org

If you have questions about the implementation of the RtI framework at your school, please contact the school principal.



The Student Assistance Team (SAT) **Fact Sheet**

Special education services are not the only source of assistance for students who struggle academically and/or behaviorally in the schools. Students can be proficient in the general education program if the school has a formal system to catch students early and provide them with an intervention, as well as give support to the teacher in implementing the intervention. In New Mexico, the school team who fulfills this role is called the Student Assistance Team (SAT).

Tell Me More

The SAT is a cooperative, school-based group of people that assists students, parents, and teachers in seeking positive solutions for concerns about individual students. Its purpose is to provide supplementary support to students who are experiencing difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations in academics and/or behavior. The SAT's role is to be a support and a resource to the parents and the teacher—not to replace or relieve the teacher of his or her responsibility for educating the student.

Who Makes Up the SAT?

The SAT is made up of the student's teacher and a core group that anchors the team. Core team members may vary by school, but should include at minimum professional staff from school administration, regular education, and specialists and/or resource areas as needed. A varying number of other individuals may serve on the team, depending on the types of concerns and expertise needed. Parental permission is not required to conduct a SAT meeting, but parents are always invited to participate in a SAT meeting about their child. Students may be invited, as necessary.

What Does the SAT do?

The SAT addresses problems found through universal screening and progress monitoring of all students, or those brought up as concerns by parents, teachers, or other staff through a cooperative team effort. The SAT designs interventions for those students who show need for individual consideration through what is called a *SAT Intervention Plan*.

Is the SAT Special Education?

No. While the SAT may refer to a special education evaluation a student who has an obvious disability or one who does not show a significant response to a SAT Intervention Plan in the regular education setting, the SAT is **not** a special education evaluation or service. The SAT encourages and supports teachers in implementing and documenting interventions before considering a referral to special education. The SAT may also assist in reducing the number of students facing retention.

Where Can I Learn More?

Please see the New Mexico Public Education Department's (NMPED's) technical assistance manual: *The Student Assistance Team and Three-Tier Model of Student Intervention—New Mexico's Rtl Framework*. www.ped.state.nm.us. Check the A-Z Directory for this title.

If you have questions about the SAT process at your child's school, or want to make a referral to the SAT, please contact the school principal.



Addressing Student Behavior **Fact Sheet**

In order for a school to be a safe and an orderly place for teaching and learning, it must have a code of conduct, or school rules. Some schools may also have school-wide programs that teach, support, and reinforce positive student behaviors in order to establish a climate in which appropriate behavior is the norm and learning is maximized. However, some students who do not respond positively to classroom or school-wide rules and programs may need individualized support.

Where does the individualized support process start?

In New Mexico, the school's Student Assistance Team (SAT) is the starting point to address behavior for an individual student in regular education who is not responding positively to classroom or school-wide behavioral interventions. Thus, a student with frequent, persistent, or severe behavioral challenges needs to be referred to the SAT. The SAT will have a meeting with the student's parents (and the student, if appropriate) to talk about the concern. For students already eligible and receiving special education services, the student's Individualized Education Program (IEP) Team will meet with the parent and student, if appropriate, about this concern.

Then what?

The SAT or the IEP Team may determine that in order to study the situation more effectively, it must analyze what triggers the problematic behavior through conducting what is known as a Functional Behavioral Assessment (FBA). The SAT or IEP Team will designate one or more school staff to conduct the FBA which generally consists of record reviews, observations, and interviews. An FBA is important because it may identify underlying reasons for the problematic behavior. The results of the FBA provide a foundation for the SAT or IEP Team as it develops informal interventions or a more formalized Behavioral Intervention Plan (BIP) for the student, depending on the severity of the behavior.

What is a Behavioral Intervention Plan (BIP)?

A BIP is a written plan with specific strategies, interventions, and supports designed to teach acceptable behaviors while decreasing or eliminating opportunities for the student to engage in inappropriate behaviors. For example, a student who is physically aggressive at recess may have a BIP that combines teaching her self-control or conflict resolution skills along with strategies for staff to more effectively manage the student during recess. The SAT or IEP Team will include in the BIP a method by which to collect data, monitor, and evaluate the student's BIP at specific intervals, making adjustments based on the student's response to this individualized intervention.

Where can I learn more?

- To learn how to design and implement a school-wide system of positive behavioral supports and interventions for all students go to Positive Behavioral Interventions and Supports (PBIS) at www.PBIS.org. A companion to PBIS is the School-Wide Information System, (SWIS), a program to assist schools in collecting discipline referral data and using it to drive decision-making about the school plan. www.swis.org
- The New Mexico Public Education Department has published a comprehensive technical assistance manual for schools in how to conduct an FBA and develop a BIP for an individual student. Please see *Addressing Student Behavior: A Guide for Educators* at the Rtl link at www.ped.state.nm.us
- If you have questions about the code of conduct and/or positive behavioral supports at your school, please contact the school principal.



Section 504 **Fact Sheet**

What is Section 504?

Section 504 is a federal civil rights law under the Rehabilitation Act of 1973. It provides protection against discrimination for individuals with disabilities. Students in school settings fall under the protection of Section 504 as this law prohibits discrimination on the basis of disability from all school programs and activities in both public and private schools that receive direct or indirect federal funding.

Is Section 504 the same as special education for students with an IEP?

No. Section 504 is the service option available to students with disabilities who **are not already** receiving specially-designed instruction and related services through an Individualized Education Program (IEP) under the eligibility requirements of the Individuals with Disabilities Education Act (IDEA). Section 504 is designed to provide equal access and fairness in general education to students with disabilities, thereby leveling the playing field for them through what is known as a Section 504 Accommodation Plan. It is **not** a plan designed to enhance a student's performance. It is a plan to provide accommodations and program accessibility only.

Who is eligible for a Section 504 Accommodation Plan?

A student is eligible and entitled to a Section 504 Accommodation Plan if an evaluation shows that he or she has a mental or physical impairment that **substantially limits** one or more major life activities **and significantly affects** the student's education. Students with special health care needs often qualify for Section 504 accommodations.

Where does the process start?

In New Mexico, the Student Assistance Team (SAT) is the starting point to consider whether or not a student needs to be evaluated for a Section 504 Plan. Therefore, a student needing consideration for a Section 504 Plan should be referred to the school's SAT.

Who makes decisions about the Section 504 Plan?

Responsibility for considering and developing a Section 504 Accommodation Plan lies with a core group of individuals that includes the principal or administrator, the referring and/or classroom teacher, the school counselor, and the parent—virtually the same as the core members of the SAT. In fact, the school's SAT may also serve as the Section 504 team, as necessary.

Where can I learn more?

The U.S. Department of Education's Office for Civil Rights (OCR) administers and enforces Section 504. Go to: <http://www.ed.gov/about/offices/list/ocr/index.html>. For frequently asked questions, go to <http://www.ed.gov/about/offices/list/ocr/504faq.html>.

The New Mexico Public Education Department has published a comprehensive Section 504 Guide for schools and parents. Go to: <http://www.ped.state.nm.us> and then look for it on the A-Z Directory.

If you have questions about the Section 504 process at your school, please contact the school principal or the district's or charter school's Section 504 Coordinator.



BENEFITS of PASS

For **STUDENTS** may include:

- improved student attendance
- reduced behavior issues
- better academic performance
- healthier lifestyle
- enhanced ability to overcome problems
- improved quality of life

For **PARENTS** may include:

- increased student and family ability to access services
- increased comfort interacting with school staff
- seeing their children's success in school and in community activities
- improved relationships between them and their children

For **SCHOOLS** may include:

- improved parent/community involvement in schools
- improved support for teachers to teach
- increased teacher and school staff retention
- increased support for schools by parents and other community members

For **COMMUNITIES** may include:

- a better educated future workforce
- less student absenteeism from school which impacts incidents of vandalism and violence
- increased student involvement, including volunteerism, in the community
- improved school and community systems that assist the students in the school and residents in the community-at-large

Positive Assistance for Student Success (PASS) is a school-based intervention designed to address critical student and family issues that impact negatively on a student's academic performance. PASS is based on case management functions using existing school district staff. They serve as advisors and coaches for students and families, assisting them to build on their strengths to find solutions to their problems. The process, developed by a team of professionals working with the New Mexico Public Education Department, School and Family Support Bureau, has been outlined in a new comprehensive toolkit that can be used by any school employee who has been assigned to support a student of a family in need. The toolkit includes step-by-step instructions, forms and resource listings. PASS has been developed to be flexible, cost-effective, culturally appropriate, sustainable, confidential and accountable.

For more information contact:

Joseph Sanchez, NMPED
505-222-4743

joseph.sanchez1@state.nm.us

New Mexico's students and families face numerous issues that can impact a student's performance in school. These include:

BASIC NEEDS

- food, clothing, shelter, transportation

HEALTH ISSUES

- illness, dental problems, fatigue, hygiene

BEHAVIORAL HEALTH PROBLEMS

- depression, anger, anxiety, addictions, illness

ACADEMIC CONCERNS

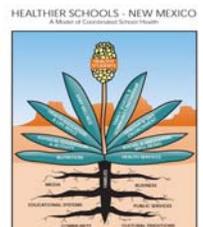
- grades, attendance, discipline

FAMILY CHALLENGES

- language, child care, system negotiation, parenting, poverty



*Healthy Kids Make Better Students.
 Better Students Make Healthier Communities.*





Reproducible Forms

The forms in this section are model forms and tools that districts and schools may use at their discretion—they are not mandated by the state. They are also copyright free and no permission is needed to reproduce them **for noncommercial purposes**. If these forms are included in another **non-profit** publication, then the citation should read as follows:

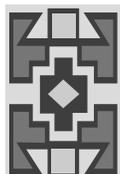


Some information in this document was adapted from *The Student Assistance Team and the Three-Tier Model of Student Intervention: A Guidance and Resource Manual for New Mexico’s Response to Intervention (Rtl) Framework*, which is a copyright-free technical assistance manual prepared by the New Mexico Public Education Department, Quality Assurance Bureau, Fall 2009. www.ped.state.nm.us



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District Self-Assessment for Implementing the Response to Intervention (Rtl) Framework

Suggested use: As a district-level team, complete this self-assessment and action plan quarterly to rate essential components of the framework and to plan for areas that emerge as improvement priority. These components are critical for effectively implementing school reform and the state’s Rtl framework, as well as ensuring academic success for ALL students. The use of this tool is optional.

District: _____ Date: _____ Quarter: 1 2 3 4

**Ratings: 0= Not Started 1= In Progress 2= Achieved
3= Achieved and Maintained**

A. Research-based Curriculum and Instruction	Rating & Evidence	
	Rating	Evidence
District leadership has selected and provided research-based core curriculum in core content areas.		
District leadership has provided professional development for instructional leaders and support staff regarding research-based instructional strategies and positive behavioral supports.		
District leadership has provided training for instructional leaders and support staff in the areas of differentiated instruction and explicit teaching strategies.		
District leadership has a process to monitor the implementation of curriculum professional development to ensure effectiveness.		
Action Plan (with resources needed and funding source; to be also embedded into district’s EPSS)		

B. Alignment and Professional Development	Ratings & Evidence	
	Rating	Evidence
District leadership advocates for the three-tiered model of student intervention (the state’s Rtl framework) as a comprehensive school improvement model.		
District leadership has provided professional development based upon the NMPED’s <i>The Student Assistance Team and the Three-Tiered Model of Student Intervention: New Mexico’s Rtl Framework</i> for all school Student Assistance Teams (SATs) district-wide.		
District leadership has incorporated local Rtl framework implementation strategies for each tier into the district EPSS.		
District has developed an Rtl framework Task Force to address issues of alignment to district goals, leveraging and allocating human and capital resources, sharing, collaboration, etc.		
Action Plan (with resources needed and funding source; to be also embedded into district’s EPSS)		

C. Universal Screening and Progress Monitoring	Ratings/Evidence	
	Rating	Evidence
District leadership has ensured that the district's short-cycle assessment program is implemented in reading/language arts and math at least three times per year for all students.		
District leadership has provided resources, including materials, training, and technology, to ensure that Curriculum Based Measures (CBMs) are incorporated into classroom progress monitoring procedures at Tier 2.		
District leadership has ensured that school leaders have the tools they need to effectively collect and analyze data from short-cycle assessments and CBMs.		
Action Plan (with resources needed and funding source; to be also embedded into district's EPSS)		

Persons Completing the Assessment (Name/Position)

School Self-Assessment for Implementing the Response to Intervention (RtI) Framework

Suggested use: As a school team, complete this self-assessment and action plan quarterly to rate essential components of the framework and to plan for areas that emerge as improvement priorities. These components are critical for effectively implementing school reform and the state’s RtI framework, as well as ensuring academic success for ALL students. The use of this tool is optional.

School: _____ Date: _____ Quarter: 1 2 3 4

**Ratings: 0= Not Started 1= In Progress 2= Achieved
3= Achieved and Maintained**

A. Research-based Curriculum and Instruction	Rating & Evidence	
	Rating	Evidence
Students receive research-based instruction in reading, math, and language arts in the regular education setting by highly-qualified teachers.		
Staff coach one another and collaborate in teams as necessary to problem solve and effectively implement the core and supplementary curricula.		
Administration and relevant staff have attended professional development trainings regarding the appropriate implementation of the core and supplementary curricula.		
Administration and/or grade level teams perform regular fidelity “checks” to ensure that critical components of core and supplementary curriculum are implemented, as defined by the publisher’s implementation design.		
Action Plan (with resources needed and funding source; to be also embedded into school’s EPSS)		

B. Behavior	Rating & Evidence	
	Rating	Evidence
The school has a code of conduct and implements it rigorously.		
Each classroom has classroom rules that align with the school's code of conduct.		
The school implements a school-wide system of positive behavioral support and intervention that is understood by all.		
The school has a behavior curriculum. That is, expected student behaviors and appropriate social skills are directly taught in each grade level.		
The school's Student Assistance Team (SAT) and relevant special education staff know how to conduct a Functional Behavioral Assessment (FBA) and use it to develop a Behavioral Intervention Plan (BIP)		
The school tracks behavior data through office discipline referrals (ODRs) and attendance or other data system		
The administrator ensures that all components of the school-wide behavioral program are implemented with fidelity.		
Action Plan (with resources needed and funding source; to be also embedded into district's EPSS)		

C. Interventions	Rating & Evidence	
	Ratings	Evidence
The school implements the state’s three-tier model of student intervention with multiple levels of intervention.		
Staff understand the three-tier model as the state’s RtI framework and can accurately verbalize about the components		
Parents are fully informed about the school’s RtI framework.		
School uses research-based academic and behavioral interventions at each tier.		
Responsibility for the academic and behavioral success of all students is shared among all staff.		
Interventions at Tier 1 include differentiated instruction and high-yield instructional strategies.		
The school has a trained and fully functional Student Assistance Team (SAT).		
Tier 2 interventions are prescribed in a written plan by the SAT using an individualized, child study approach.		
Tier 3 interventions are prescribed by IEP teams in compliance with state and federal law.		
The school has clearly defined decision rules about changing services from one tier to another.		
A system is in place to regularly verify that interventions are implemented with fidelity.		
Action Plan (with resources needed and funding source to be also embedded into school’s EPSS)		

D. Universal Screening and Progress Monitoring	Rating & Evidence	
	Rating	Evidence
A universal screening system for academics and behavior is utilized.		
School participates in district-wide short cycle assessment program at least three times per year in Tier 1.		
Administrator has provided training for staff related to the use of Curriculum Based Measures (CBM) as progress monitoring procedures at Tier 2 to determine efficacy of student intervention.		
Administrator uses data gathered from short-cycle and CBM assessments to make appropriate resource allocation decisions.		
Administrator continuously monitors and analyzes school-wide student achievement and behavior data.		
Administrator uses the SAT as a vehicle to provide support for teachers and students at Tier 2.		
Administrator ensures that parents are informed, in an understandable manner, regarding their child's performance on measures of academic achievement and behavior.		

Classroom Self-Assessment for Implementing the Response to Intervention (Rtl) Framework

Suggested use: As a teacher or grade-level team, complete this self-assessment and action plan quarterly to rate essential components of the framework and to plan for areas that emerge as improvement priorities. These components are critical for effectively implementing school reform and the state's Rtl framework, as well as ensuring academic success for ALL students. The use of this tool is optional.

School: _____ Date: _____ Quarter: 1 2 3 4

**Ratings: 0= Not Started 1= In Progress 2= Achieved
3= Achieved and Maintained**

A. Research-based Curriculum and Instruction	Rating & Evidence	
	Rating	Evidence
Teacher implements research- based core curriculum in content areas taught.		
Teacher implements research-based instructional strategies, including differentiated instruction.		
Teacher attends professional development trainings regarding the appropriate implementation of the core and supplementary curricula.		
Action Plan (with resources needed and funding source; to be also embedded into school's EPSS)		

B. Behavior	Rating & Evidence	
	Rating	Evidence
Classroom rules are posted.		
Classroom rules align with the school's code of conduct.		
Classroom rules are understood by students and parents.		
Teacher uses positive behavioral supports to motivate and reward positive behavior.		
Classroom rules are consistently implemented.		
Teacher uses effective classroom management strategies to ensure that lessons run smoothly and are not disrupted. That is—room arrangement, managing student work, managing student response, using praise and correction.		
Teacher explicitly models and teaches expected student behaviors and appropriate social skills.		
Teacher collaborates with grade-level peers and others to ensure that components of the school-wide behavioral program are implemented with fidelity and to share what works.		
Action Plan (with resources needed and funding source; to be also embedded into district's EPSS)		

C. Interventions	Rating & Evidence	
	Ratings	Evidence
Teacher implements core curriculum, as defined by the publisher's implementation design.		
Teacher ensures that all students are instructed at their respective instructional levels using a variety of instructional methods.		
Teacher uses research-based academic and behavioral interventions, including differentiated instruction and high-yield instructional strategies.		
Teacher works collaboratively with the school's SAT at Tier 2 and implements student intervention and/or accommodation plans, when necessary.		
Teacher participates in professional development related to research-based instructional strategies and interventions.		
A system is in place to regularly verify that interventions are implemented with fidelity and the teacher participates in that process.		
Action Plan (with resources needed and funding source to be also embedded into school's EPSS)		

C. Universal Screening and Progress Monitoring	Rating & Evidence	
	Rating	Evidence
Teacher participates in district-wide short-cycle assessment program at least three times per year (universal screening).		
Teacher has incorporated Curriculum Based Measures (CBM), as needed, into classroom progress monitoring procedures to monitor some groups of students.		
Teacher uses information gathered from short-cycle and CBM assessments to make appropriate instructional adjustments.		
Teacher continuously monitors student achievement and behavior with appropriate nonstandard measures (everyday assignments, assessments, and observations).		
Teacher informs parents in an understandable manner regarding student performance regarding measures of academic achievement and behavior (data from classroom assessments, CBMs, short-cycle assessments, and NMSBA).		

Teacher can convert progress monitoring data to charts and graphs, if necessary.		
Teacher provides feedback to students based upon progress monitoring data, and assists them in devising personal plans for reaching desired performance level(s).		
Teacher disseminates progress monitoring data and charts/graphs to the building administrator, as requested.		
Teacher disseminates progress monitoring data, including charts/graphs with classroom performance, to the SAT or IEP team, as needed		
Teacher participates in professional development opportunities regarding progress monitoring and CBMs.		
Action Plan (with resources needed and funding source to be also embedded into school's EPSS)		

Teacher Completing the Assessment (Name/Position)

Student Assistance Team (SAT) Self-Assessment Tool

Purposes

- Provide a process for the school to gather input from four perspectives (administration, SAT, parents, school leadership team) in order to assess the effectiveness of the school's SAT function and process.
- The self-assessment results will be used to assist the school in generating an action plan to provide solutions for identified gaps in the SAT process.

Tool Elements

The tool consists of a Self-Assessment and an Action Plan template.

Directions

1. The use of this tool is optional, but highly encouraged as part of the school's continuous improvement process.
2. A school SAT fills out this self-assessment as a group and reaches consensus on each item. Administration may choose to fill out the self-assessment also and compare it with the team's results. Parents or others may be surveyed by the SAT or administration to gain input for this self-assessment, as appropriate.
3. At the beginning of each section, you may wish to look over and/or gather the list of possible data sources and examples of evidence for that indicator.
4. Read each item and rate it on a scale of 1 to 3 using the rating scale on the next page.
5. The SAT, in collaboration with administration, picks one item under each indicator rated as "not yet or emerging" and then uses the total of four items to develop an action plan. Use the discussion questions at the end of the self-assessment to further reflect upon needs and strategies as you develop your plan.
6. Strategies and activities from the action plan need to be included under goals in the school's EPSS, as relevant, to parallel with state rules that require the school's EPSS to be guided by a review of student performance data related to academic achievement (Subsection A (1) of 6.29.1.8 NMAC).
7. Revisit the self-assessment and action plan process as necessary to work toward improvement, but at least annually.



Student Assistance Team (SAT) Self-Assessment

Rating Scale: 1= Not Yet or Emerging 2=Progressing 3=Excelling

Indicator 1—Effective Leadership

Data and sources of evidence:

- Copies of school documents that provide awareness of the SAT and its mission
- Copies of district policies /documents relevant to the SAT
- Records of SAT professional development plans or schedules
- Records of SAT recognition
- Copies of school’s EPSS

1.1 The administration has ensured that the school has a SAT.	1	2	3
1.2 The administration oversees the SAT and ensures that its procedures align with state rules and guidance, as well as district policy.	1	2	3
1.3 The administration participates in the SAT.	1	2	3
1.4 The administration supports a focus on all students participating in the SAT process as necessary.	1	2	3
1.5 The administration is committed to the SAT as a process to improve outcomes for students, rather than compliance.	1	2	3
1.6 The administration provides and supports professional development for the SAT.	1	2	3
1.7 The administration provides the SAT with needed resources (time, space, materials, etc.).	1	2	3
1.8 The administration recognizes accomplishments of the SAT and individuals that contribute to high SAT performance.	1	2	3
1.9 The administration ensures that the SAT process and its practices are included and assessed in its continuous improvement process.	1	2	3
1.10 The administration holds the SAT accountable for its work.	1	2	3

Indicator 2—Core Team Quality and Effective Process

Data and sources of evidence:

- SAT tracking records
- SAT intervention plans
- SAT meeting schedules
- SAT resources and guides
- SAT training records
- Section 504 Plans
- Academic improvement plans

2.1 The SAT understands the three-tier model of student intervention and their role in it.	1	2	3
2.2 The SAT understands and observes confidentiality as required.	1	2	3
2.3 The SAT core team is fully staffed with defined roles.	1	2	3
2.4 The SAT has a regular meeting schedule.	SAT Self-Assessment page 32		
2.5 The SAT meets as scheduled with sufficient time for the number of referrals and/or follow-up meetings.	1	2	3
2.6 The SAT has identified all resources available for team interventions.	1	2	3

2.7 The SAT notifies in writing referring teachers about upcoming meetings in a timely manner.	1	2	3
2.8 The SAT notifies in writing parents of referred students about upcoming meetings in a timely manner.	1	2	3
2.9 The SAT follows state guidance for conducting the child study process and the further referral process.	1	2	3
2.10 The SAT meeting has an atmosphere where referring teachers and parents feel welcomed and supported with a problem-solving process.	1	2	3
2.11 SAT Intervention Plans are thorough and clear, addressing the student's identified or hypothesized needs, as well as plan evaluation and specific follow up.	1	2	3
2.12 Selected interventions are research-based.	1	2	3
2.13 A case manager from the core team is assigned to each SAT Intervention Plan	1	2	3
2.14 The case manager oversees the implementation of the SAT Intervention Plan and works with the student's teachers and parents as necessary.	1	2	3
2.15 The SAT core team is cross trained in its roles as necessary.	1	2	3
2.16 New members of the SAT core team receive mentoring.	1	2	3
2.17 The SAT understands Section 504 and can wear the hat of the 504 Team as required.	1	2	3
2.18 The SAT understands state statutes regarding truancy, retention and promotion and their role in the process.	1	2	3
2.19 The SAT demonstrates personal accountability for their role in the school.	1	2	3
2.20 The SAT participates in projects for school and family awareness of the SAT process.	1	2	3

Indicator 3—Parent Relationships

Data and sources of evidence:

- Records of documents publicizing and orienting the SAT process to parents
- Invitations to SAT meetings sent to parents
- Documents from PTA and/or parent advisory group meetings

3.1 Parents are aware of the SAT and its function.	1	2	3
3.2 Parents know how to request a referral for their child to the SAT if needed.	1	2	3
3.3 Parent requests for referral to the SAT are responded to in a caring and timely manner.	1	2	3
3.4 Parents are oriented on what to expect at the SAT meeting.	1	2	3
3.5 Parents feel welcomed at SAT meetings and are encouraged to be part of the problem-solving process.	1	2	3
3.6 Parent input at the SAT meeting is valued.	1	2	3
3.7 Parents are included in the SAT Intervention Plan, as appropriate.	1	2	3
3.8 Parents know when to expect a follow up meeting.	1	2	3
3.9 Parents get a copy of the SAT Intervention Plan and know who to contact if they have questions about its implementation.	1	2	3

3.10 Students are included in the SAT meeting, as appropriate	1	2	3
3.11 The School Advisory Council, which includes parents and community members, understands the SAT process.	1	2	3

Indicator 4—School Leadership Team (or group that oversees development of the school’s EPSS)

Data and sources of evidence:

- School’s EPSS
- Leadership Team documents

4.1 The Leadership Team understands the three-tier model of student invention as the state’s Rtl framework and the role of the SAT.	1	2	3
4.2 The Leadership Team views the SAT as a vital and ongoing process to support student proficiency and school improvement.	1	2	3
4.3 A process is in place for the Leadership Team to receive and analyze data on SAT caseloads.	1	2	3
4.4 The Leadership Team is aware of the process that is in place to assess SAT effectiveness.	1	2	3
4.5 The Leadership Team reviews the SAT self-assessments and other data and makes recommendations to the SAT on action plans to guide improvement.	1	2	3
4.6 The Leadership Team facilitates embedding the SAT Action Plan for improvement into strategies and activities of the school’s EPSS and the SAT Action is revised as necessary or quarterly.	1	2	3

Item in each indicator that shows the greatest need for improvement	
Indicator #1: Effective Leadership ____. ____	Indicator #2: Core Team Quality & Process ____. ____
Indicator #3: Parent Relationships ____. ____	Indicator #4: School Leadership Team ____. ____

Discussion Questions (Discuss prior to developing the Action Plan on page 4.)

- What signs of success has your SAT experienced?
- What does your SAT hope to accomplish in the next year?
- What strategies/activities might you use?
- What will you want to stay mindful of or do well?
- How will you ensure that you maintain your focus on improvement?
- How will you know that you accomplished your goal?
-

Student Assistance Team (SAT) Self-Assessment

Action Plan

An Approach for Building a High-Performing SAT

School: _____ Year: _____

Date: _____ SAT Chairperson _____

Directions: Complete one page for each area of need identified from the self-assessment tool. Be sure to also embed this plan into the school's EPSS.

Item of Concern

Indicator # ____ . ____ which specifies that
Solution (a Strategy or Activity)
Resources Needed
Coordination/Support Needed from Others
Professional Development Needed (specific topics or areas)
Evaluation/Review Timelines
Administrator Responsible for Approving and Overseeing Implementation of this Plan
Signed: _____ Date: _____



SAT Referral Packet

Student _____ Grade _____ Date _____

School _____ Teacher _____

Name/Signature of Referring Teacher _____

Name of Parent/Guardian _____

Fill out all sections A-D. Fill out section E only if behavior is an area of concern.

A. Mark **only** areas of concern below that **significantly affect** the student's classroom experiences. Rate your concern as **(H)** High or **(S)** Some. If you are not sure, **do not** mark it.

- | | |
|---|---------------------------------------|
| _____ physical attributes | _____ attention span |
| _____ attendance | _____ memory skills |
| _____ activity level | _____ ability to follow directions |
| _____ oral comprehension | _____ listening skills |
| _____ language development | _____ response to questions |
| _____ language fluency | _____ ability to focus on task |
| _____ problem-solving ability | _____ frustration threshold |
| _____ vocabulary | _____ self-expression |
| _____ organizational skills | _____ self-discipline |
| _____ easily confused | _____ gross motor skills/coordination |
| _____ social/interpersonal skills | _____ fine motor skills |
| _____ self-awareness | _____ disorientation |
| _____ over-aggression | _____ passive/nonresponsive |
| _____ low self-esteem | _____ lack of responsibility |
| _____ academic progress (list skills/areas of concern) | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

_____ medical/health (manifestations/areas of concern) Note: Vision and/or hearing acuity concerns should be screened and addressed prior to starting the SAT process and documented here.

_____ behavior (observations/areas of concern) _____

_____ emotional/social (specify and describe) _____

_____ OTHER (specify and describe) _____

B. Add any other information you can to help the Student Assistance Team better understand your concerns. Also describe the student's **strengths**. _____

C. PRIOR ACTIONS TAKEN TO ADDRESS THE CONCERN

1. Of the four main areas listed below, which have you changed in some way in an attempt to address the concern? Check the area(s) and describe how you differentiated or provided an intervention.

Differentiated Instruction: How core content has been presented to provide a different avenue for student to acquire content and/or ideas

Student Products: Changing the assignment or project to adjust to student skill, readiness, or learning preference

Physical Environment: Changes to the classroom arrangement and learning environment

2. Below is a partial list of possible **Tier 1** interventions and/or accommodations. Check any that have been used prior to this point to address the concern. Add other specific interventions that have been tried.

- | | |
|---|---|
| <input type="checkbox"/> tiered assignments | <input type="checkbox"/> memory drills |
| <input type="checkbox"/> previewing; rephrasing | <input type="checkbox"/> anchor activities |
| <input type="checkbox"/> using graphic organizers | <input type="checkbox"/> computer-assisted instruction |
| <input type="checkbox"/> posting charts; labeling | <input type="checkbox"/> manipulatives for math, other subjects |
| <input type="checkbox"/> learning contract | <input type="checkbox"/> study buddy |
| <input type="checkbox"/> giving visual/verbal clues | <input type="checkbox"/> reading buddy |
| <input type="checkbox"/> peer tutoring/coaching | <input type="checkbox"/> varying level of questioning |
| <input type="checkbox"/> use of alternative materials | <input type="checkbox"/> ESL (English as a Second Language) |
| <input type="checkbox"/> cooperative learning | <input type="checkbox"/> study buddy |
| <input type="checkbox"/> use of frequent praise | <input type="checkbox"/> Title I reading |
| <input type="checkbox"/> use of corrective feedback | <input type="checkbox"/> Bilingual Education |
| <input type="checkbox"/> small-group instruction | <input type="checkbox"/> guided practice/extra practice |
| <input type="checkbox"/> use of flexible grouping | <input type="checkbox"/> reteaching of certain concepts |

- acknowledging correct responses
 - dividing tasks into smaller portions
 - providing task choices
 - incorporating cultural differences
 - providing bilingual signs/labels
 - using student interest profile
 - academic improvement plan (AIP)
 - other _____
 - other _____
 - other _____
 - other _____
- linking relevance to students' lives
 - giving opportunities for success
 - giving opportunities for leadership
 - promoting family involvement
 - building on student's strengths
 - tutoring

3. How many rounds of universal interventions have been implemented at Tier 1 and what was their duration in weeks? If none, note why.

Rounds of Interventions

- 0 Why: _____
- 1 Duration: _____ weeks
- 2 Duration: _____ weeks
- 3 Duration: _____ weeks

D. ATTACHMENTS

If the student is having **academic difficulties**, please attach a sample(s) of the student's work, short-cycle assessment and/or progress monitoring data that reflect your specific concern(s).

- sample(s) attached N/A

If there is a **medical concern**, please attach any known relevant information or history.

- information attached N/A

If there is a **behavioral concern**, please attach any disciplinary action taken or other documentation and fill out section **E: Teacher Input for Addressing Problem Behaviors**.

- documentation attached teacher input completed (section E) N/A

E. TEACHER INPUT FOR ADDRESSING PROBLEM BEHAVIORS

(Teacher fills out this section if student is being referred to the SAT for behavioral concerns. If behavior is not an issue, there is no need to complete this section.)

1. Describe the behavior(s) of concern using measurable terms. *Example: Rather than “Lisa picks fights,” describe the actions and frequency: “Lisa demonstrates aggressive behavior toward other children at least 2–3 times a day, often more. She shows her aggression by such actions as pushing, grabbing materials from others, and by using verbal commands and name-calling.”*

2. When is the behavior most and least likely to occur? Mark each as **M** (More Likely), **L** (Less Likely), or **U** (Unlikely).

_____ On a particular day or days of the week, such as Fridays?
 If so, which? _____

_____ At a particular time or times of the day, such as lunch or transitions?
 If so, when? _____

_____ During certain types of activities or tasks, such as math or independent work?
 If so, when? _____

_____ When interacting with certain people—individuals or groups?
 If so, who? _____

_____ Under specific environmental conditions, such as in crowds or outdoor recess?
 If so, what? _____

_____ When physically tired, hungry, or sick?
 If so, which? _____

3. What do you think the student gains or avoids by demonstrating the behavior?

Get attention? _____ What kind? From whom? _____

Avoid attention? _____ What kind? From whom? _____

Get control? _____ Of what? _____

Avoid embarrassment? _____ Regarding what? _____

Get relief? _____ From what? _____

Avoid task? _____ Which? _____

OTHER? _____

4. Describe the specific expectations you have for the student that are not being met.

5. How have you conveyed your expectations to the student? What happened?

6. Do you think the student **can't** (is unable to) or **won't** (is unwilling to) demonstrate the appropriate/desired behavior? Why? _____

7. What appropriate/acceptable behavior(s) could the student use as a substitute for the behavior regarded as unacceptable? _____

8. What have you already tried to change about the situations in which the behavior occurs?

modified tasks/assignments to align better with student's skills

changed the student's schedule or order of activities

changed the curriculum for this student

provided extra assistance

changed the student's physical environment (seating, room arrangement, grouping,...)

other _____

other _____

9. What techniques have you already tried to help the student meet behavioral expectations?

- | | |
|---|--|
| <input type="checkbox"/> posted rules for the whole class | <input type="checkbox"/> denied desired items/activities |
| <input type="checkbox"/> immediate feedback | <input type="checkbox"/> notes/phone calls to parents |
| <input type="checkbox"/> teacher-student contract | <input type="checkbox"/> loss of privileges |
| <input type="checkbox"/> met with parents | <input type="checkbox"/> reprimands |
| <input type="checkbox"/> reward system | <input type="checkbox"/> warnings about transitions |
| <input type="checkbox"/> ignored the behavior | <input type="checkbox"/> decrease task difficulty |
| <input type="checkbox"/> hand or other signals | <input type="checkbox"/> detention/suspension |
| <input type="checkbox"/> offered options/choices | <input type="checkbox"/> referral to office |
| <input type="checkbox"/> consistency of enforcement | <input type="checkbox"/> referral to school counselor |
| <input type="checkbox"/> modified discipline plan | <input type="checkbox"/> truancy corrective action plan |
| <input type="checkbox"/> other _____ | |
| <input type="checkbox"/> other _____ | |



SAT Chairperson Certification

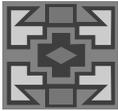
The SAT Chairperson reviews grade- or class-level student performance data and compares it to the referred student. If that data reveals that this student is part of a group of students in that grade or class who are showing problems that could possibly be linked to a curricular or instruction issue, then the SAT chairperson should refer this student back to the grade-level team or other team who is overseeing Tier 1 interventions. The SAT chairperson also reviews data and the SAT referral packet to see if a classroom observation may be necessary prior to the SAT meeting, and then coordinates that through the school administrator.

- I have reviewed this referral, as well as grade- or class-level data prior to scheduling the SAT meeting. I have determined that the packet is complete and that it is an appropriate referral. A SAT meeting will be scheduled.

- I have reviewed this referral and grade- or class-level data prior to scheduling the SAT meeting, and have determined that it is **not** an appropriate referral at this time. This case will be redirected through an administrator back to the school's Tier 1 process. The administrator will make the final decision regarding the SAT referral.

Signed: _____ Date: _____

SAT Chairperson



Notice of and Invitation to SAT Meeting

Date of Notice/Invitation: _____



Dear _____,



In accordance with our Response to Intervention (RtI) Framework, the school has a Student Assistance Team (SAT) who reviews the educational and/or behavioral needs and progress of any student who demonstrates a need for supplementary classroom support.



The SAT has been asked to review _____'s individual needs to determine if additional supports are necessary. The team will review existing data and, as needed, conduct observations and/or do additional screening.



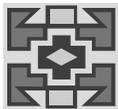
We need your input and participation in working with us to meet your child's needs. We invite you to attend the SAT meeting to contribute your valuable insight. Please sign and return the bottom of this form to me to indicate if you would like to attend. If you have any questions or need to arrange another time to meet, please contact me at the number below.



Meeting Date: _____



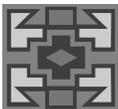
Time: _____ **to** _____



Location: _____

Sincerely,

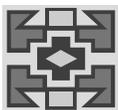
(name) _____, SAT Chairperson



(telephone number) _____



Student's name: _____



Home address: _____



Telephone number: _____



Parent/Guardian, please check all that apply:

I do do not give my permission for additional screening, if needed.

I plan to attend the SAT meeting.

I do not want to attend the SAT meeting. Please send me a copy of the summary of this meeting.

I need an interpreter. (Necesito un traductor).



Parent/Guardian Signature: _____ **Date:** _____

Student Observation

(To be completed by qualified personnel. More than one observation might be necessary for accuracy.)

Student _____ Grade _____ Date _____

School _____ Teacher _____

Name of Referring Teacher or Parent/Guardian _____

Name & Title of Observer _____

Circumstances of Observation (subject, teacher, time of day, reason for observation, etc.)

A. Compare this student's performance with that of the majority of other students in the class.

1. How the student works ___ *more slowly* ___ *more quickly* ___ *about the same*
2. Focus & attention span ___ *better* ___ *poorer* ___ *about average*
3. Activity level of the student ___ *more active* ___ *less active* ___ *about the same*
4. Language skills ___ *better* ___ *poorer* ___ *about average*
5. Demonstration of interest ___ *disinterested* ___ *very interested* ___ *about average*
6. Subject matter difficulty/frustration ___ *high* ___ *low* ___ *about average*
7. Emotional/social maturity ___ *less than* ___ *greater than* ___ *about average*
8. other (specify) _____

B. Instruction Observed for this Student: Check all that apply.

Type of Lesson Observed: ___ visual ___ auditory ___ lg. group ___ sm. group
 ___ one-to-one ___ peer ___ other (specify) _____

Conceptual Content of Lesson Observed: ___ concrete ___ abstract ___ both

Behavior Reinforcement: ___ positive ___ negative ___ ignored ___ isolation
 ___ other (specify) _____

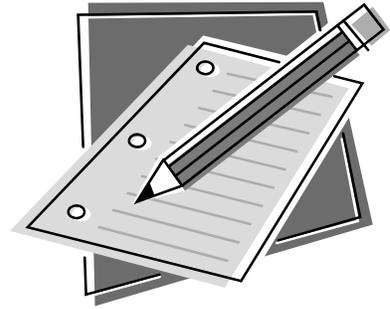
Classroom Environment

1. How much movement/activity is allowed? ___ *a great deal* ___ *some* ___ *minimal* ___ *none*
2. How much talking/noise is tolerated? ___ *a great deal* ___ *some* ___ *minimal* ___ *none*
3. What type(s) of feedback were given? ___ *praise* ___ *criticism* ___ *corrective*
4. What tone/manner was used to communicate? ___ *supportive* ___ *matter-of-fact* ___ *direct*
5. During this observation, how did the teacher spend most of his or her time? (e.g. at the board, with a small group, at the teachers' desk, circulating among students at work)

6. What, if anything, about the teacher or classroom seemed to have a positive or negative effect on this student in particular? _____

C. Student Behavior Observed: Write yes or no with regard to the student being observed.

- 1. _____ The student performs with the group.
- 2. _____ The student voluntarily participates in activities.
- 3. _____ The student is responsive to the teacher.
- 4. _____ The student is responsive to other students.
- 5. _____ The student starts and stays on task.
- 6. _____ The student finishes what is started.
- 7. _____ The student answers when called on.
- 8. _____ The student shows independence.
- 9. _____ The student seems alert (not sleepy or lethargic).



D. Based on this observation, check any area that may be an issue.

(Additional comments helpful, but optional).

- ___ English proficiency _____
- ___ Instructional level _____
- ___ Environment _____
- ___ Developmental _____
- ___ Motor skills _____
- ___ Emotional _____
- ___ Psychological _____
- ___ Giftedness _____
- ___ Family _____
- ___ Cultural _____
- ___ Health/Medical _____
- ___ other (specify) _____

E. Student Strengths: What strengths were observed in this student have that could be drawn upon in designing interventions?

F. Summary: Please provide a brief summary of the student’s learning/behavior that was observed. (Use and attach a separate sheet if necessary).

SAT Meeting Summary Form

Student _____ Grade _____ Date _____

School _____ Teacher _____

Referred by teacher parent/guardian _____

Teacher _____ Parent/Guardian _____

Date of Meeting _____ initial follow up

In Attendance at the Meeting

- SAT Chairperson Name: _____
- SAT Core Team Member Name: _____
- SAT Core Team Member Name: _____
- Teacher Name: _____
- Parent/guardian Name: _____
- _____ Name: _____
- _____ Name: _____
- _____ Name: _____
- _____ Name: _____

PART 1: Check all that apply:

Vision

Poor Corrected (Date) Good Excellent

Impact on Learning: _____

Hearing

Poor Amplified/Aided (Date) Good Excellent

Impact on Learning: _____

Speech/Language

Normal/Adequate Rapid/Rambling Slow/Slurred Low Tone

Somewhat Unintelligible Unintelligible Raspy Voice Articulation Errors

Impact on Learning: _____

General Physical Health/Medical Reports

Fragile or Impairment Chronic Illness Good Excellent

Impact on Learning: _____

Mental/ Behavioral Health Concerns

- None Conduct Anxiety Depression Phobia
 Substance Abuse Other: _____

Impact on Learning: _____

Attitude Toward Self

- Poor Normal/Positive Confident Overconfident Unrealistic

Cultural Background

Describe: _____

Level of Acculturation: Which statement best describes student?

- Bicultural**—Student is integrated with a new culture without the deterioration, or loss, of the cultural norms, languages, and beliefs of the original culture.
 Assimilated—Student has moved from the original culture and now fully accepts the new culture in which one now lives and operates.
 Traditional—Student has been exposed to the new culture, but still embraces the original culture’s values and beliefs.
 Marginal—Student has rejected both the new and original cultures’ norms and belief systems.

Impact on Learning: _____

Languages Spoken

- none English only Bilingual: _____ and _____
 other: _____

English Language Proficiency

- Little/None Basic Social Language Mastered Social Language
 Emerging Cognitive Academic Language Fluent/Proficient

Socioeconomic Issues

- A concern Not a concern Changing: Up Down

Impact on Learning: _____

Academic Progress for Grade Level Standards

- Reading:** Significantly Below Below At Above

Impact on Learning: _____

- Written Language:** Significantly Below Below At Above

Impact on Learning: _____

- Math:** Significantly Below Below At Above

Impact on Learning: _____

School Attendance

- Good/Excellent
 Poor/Infrequent
 Habitually Truant
 Frequently Tardy
 History of Runaway
 Frequent Moves
 Has a Truancy Corrective Action Plan
 Impact on Learning: _____

Evidence of Lack of Instruction

- No Schooling
 Periods of No Schooling

 Possible Ineffective Instruction
 Not a concern

Attention and Interest in School

- Poor/Indifferent
 Distracted/Bored
 Alert/Engaged
 Over-responsive

Impulse Control

- Poor
 Fair
 Good
 Excellent

School Social Relationships

- No Friends
 Few/Adequate Friends
 Many Friends
 Too Many Friends

Relationship With Teacher

- Distant/Reluctant
 Normal
 Needs Closeness/Frequent Contact

Learning Style

- Visual
 Auditory/Verbal
 Tactile/Kinesthetic
 Combination
 Active
 Reflective

Classroom Environment

- Highly Structured
 Structured
 Unstructured
 Highly Unstructured
 Combination

Describe the Teaching Style

Primary/Core Teacher:

Other Teacher: Subject _____

Other Teacher: Subject _____

Is there any perceived mismatch in teaching and learning style? If so, describe.

Student's Strengths

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

PART 2. Summary of Previous Interventions Tried and Their Effectiveness

Describe each intervention and rate its effectiveness 1-5, with 1 as lowest. Include the duration and how outcome was measured.

Interventions Tried in the Classroom **Rating 1-5**

_____	_____
_____	_____
_____	_____
_____	_____

Interventions Tried at Home **Rating 1-5**

_____	_____
_____	_____
_____	_____
_____	_____

PART 3. Summary of Recent Screening and/or Progress Monitoring Recent Results _____

PART 4. Additional Information (brought to light at the meeting) _____

PART 5. Insights/Hypothesis

Based on a review of the patterns and information above, note the reason(s) why this student seems to be struggling in school. _____

Part 6. Conclusion and Next Steps

Based on the input examined by the SAT, note the next steps decided upon for this student.

- The student appears to need no intervention at this time.
 _____ No further action is required.
 _____ Follow up on (date): _____
- The student's challenges suggest that a **SAT Intervention Plan** is warranted.
- Existing data is insufficient for a complete determination. More information needs to be collected. The SAT will meet again on (date): _____.



Team Discussion Questions for Interventions

- Which intervention directly addresses the challenge?
- Which intervention directly addresses the grade standard or benchmark?
- Which of the six special considerations may have an impact on the student's learning and how can they be addressed?
- Which strategy is least intrusive, natural, and feasible?
- Which intervention is considered to be research-based, peer-reviewed, and of high quality?
- Is it a reasonable expectation of the person/people implementing it?
- Is it positive, not punitive?
- Does it build in some way on the student's strengths?
- Is the intervention measurable in some form?
- Would it have any positive or negative effect on other students?
- How can staff who are implementing the plan be supported?
- How can the family be supported and/or involved in the interventions if appropriate?

SAT Intervention Plan

As a result of a SAT meeting on _____ to review _____'s individual needs, the team has determined the need for the following targeted interventions.

Area of Concern: _____

Standards-based, Measurable Target Goal:

Note: If there are more than one goal or two interventions, reproduce additional copies of this page.

Intervention	Who is Responsible?
	Frequency/Duration (minimum of 9 weeks)
	How often will progress monitoring data be collected and graphed or charted? By whom?
Intervention	Who is Responsible?
	Frequency/Duration (minimum of 9 weeks)
	How often will progress monitoring data be collected and graphed or charted? By whom?

Teacher support needed:

Who is responsible?

Family supports or community resources needed to implement this plan:

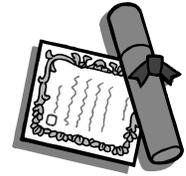
Who is responsible?

We have reviewed and agreed to this plan:

- SAT Chairperson Name: _____
- SAT Core Team Member Name: _____
- SAT Core Team Member Name: _____
- Teacher Name: _____
- Parent/guardian Name: _____
- Parent/Guardian Name: _____
- _____ Name: _____
- _____ Name: _____
- _____ Name: _____
- _____ Name: _____

The SAT will meet again on _____ to review this plan.

Academic Improvement Plan (AIP)



Student _____ Grade ____ Date _____

School _____ Teacher _____

Person with primary responsibility for this AIP _____

In accordance with requirements at 22-2C-6 NMSA 1978, reason(s) this student is receiving an AIP (check and describe)

student is not attaining level of proficiency required by state content standards at grade level

student is being retained and is repeating grade __1 __2 __3 __4 __5 __6 __7

student is being retained in eighth grade

Describe this student's circumstances and the basis for the AIP:

List each need in order of priority and describe specifically how it is to be met.

<p>Area of Need & Specific Deficit (from Content Standards, Benchmarks and Performance Standards)</p>	<p>Intervention that Addresses the Need</p>
	<p>Time Line & How Progress Will be Monitored</p>
	<p>Who Will Implement the Intervention?</p>
	<p>Target level of Proficiency</p>

<p>Area of Need & Specific Deficit (from Content Standards, Benchmarks ad Performance Standards)</p>	<p>Intervention that Addresses the Need</p>
	<p>Time Line & How Progress Will be Monitored</p>
	<p>Who Will Implement the Intervention?</p>
	<p>Target Level of Proficiency</p>

Attach additional pages of goals if necessary.

Plan developed by: _____

Date this plan will be reviewed: _____

PARENT/GUARDIAN:

I/We _____, as this student's parent(s)/guardian(s), have reviewed this Academic Improvement Plan (AIP).

Signature: _____ **Date:** _____

Signature: _____ **Date:** _____

Section 504 Accommodation Plan



Student _____ Grade _____ Date _____
School _____ Teacher _____

YES NO The student has a mental or physical impairment that **substantially limits** one or more of his/her major life activities.

YES NO The impairment **substantially affects** the student's overall performance at school in

- seeing hearing concentrating
- breathing walking speaking caring for oneself
- eating learning working communicating
- operation of a bodily function thinking sleeping
- helping bending standing lifting

To be eligible for a 504 Accommodation Plan, both answers above must be YES.

Is this student is eligible to receive a 504 Accommodation Plan? _____

Describe what evaluation data was used.

Describe this student's circumstances and its educational impact in more detail (that is, document the basis for the 504 Plan):

The case manager for this Section 504 Plan will be:

Name: _____

Title: _____

Phone: _____



Date of Meeting & Initial Plan _____ Annual Review scheduled for _____

List each need in order of priority and describe the specific accommodation.
 If there are more than two accommodations, reproduce additional copies of this page.

Specific Need	Accommodations that Address the Need
	Special Materials or Training Needed—Who, How, and When?
	Who Will Implement the Accommodations?
	Criteria for Evaluating Success
Specific Need	Accommodations that Address the Need
	Special Materials or Training Needed—Who, How, and When?
	Who Will Implement the Accommodations?
	Criteria for Evaluating Success

Section 504 Plan Team

Signature: _____ Title: _____ Date: _____

PARENT/GUARDIAN:

I/We, _____, as this student's parent(s)/guardian(s), give
 do not give permission for my/our child to receive the accommodations described.

Signature: _____ **Date:** _____

Signature: _____ **Date:** _____

Behavioral Intervention Plan (BIP)



Student Name: _____ Date: _____

School: _____ Age: _____ Gender: _____

Date of Functional Behavioral Assessment (FBA) as the basis for this BIP: _____

*This **Behavioral Intervention Plan (BIP)** is being created for this student because he or she is exhibiting frequent, persistent, and/or severe behavior that interferes with his or her learning, or the learning of others. Interventions are needed to positively redirect the targeted behavior. The approach identifies the type and cause of the behavior, and then helps the student learn replacement behaviors through a combination of positive interventions and supports, as well as appropriate consequences. In addition to defining a how the student is to be taught the skills needed for behavior modification, the plan includes provisions for monitoring progress and crisis management.*

All sections must be completed for this plan to be sufficient.

Problem Behavior and Target Goal (stated in measurable and observable terms)

Is this behavior a skill deficit or a performance deficit?

Skill deficit: The student does not know how to perform the desired behavior.

Performance deficit: The student knows how to perform the desired behavior, but does not consistently do so.

How do you know?

Presumed FUNCTION (cause) of the behavior from data from the Functional Behavioral Assessment (FBA)

What desired thing(s) is the student trying to **Get**? or

What undesired thing(s) is the student trying to **Avoid**?

Intervention Strategies

1. Environment and/or Circumstances
Can the environment or circumstances that trigger the behavior or the result of it be adjusted?
If so, how?

2. Curriculum and/or Instruction
Would changes in the curriculum or instructional strategies be helpful?
If so, what and by whom?

3. Other Strategies or Positive Supports (including school personnel, peers, family, or community)

Desired Replacement Behavior

What behavior will the student be taught to replace the targeted behavior? How and by whom?

Rewards and/or Motivators

How will the student be reinforced so that the replacement behaviors are more motivating than the problem behavior?

Consequences

What consequences will be implemented for repeated occurrences of the problem behavior?

- 1st occurrence?

- 2nd occurrence?

- 3rd occurrence?

- Continuing?

Crisis Plan

How will an emergency situation or behavior crisis be handled? (Define possible scenarios, including the use of in-school or out-of-school suspension, or aversive techniques by qualified personnel, as appropriate)

Monitoring of Behavior

How will behavior be assessed and evaluated? What data will be collected? At what intervals and by whom?

Date plan will be reviewed for effectiveness _____

In Attendance at the Meeting

- SAT Chairperson Name: _____
- Administrator Name: _____
- Teacher Name: _____
- Parent/guardian Name: _____
- Parent/guardian Name: _____
- _____ Name: _____

Intervention Plan Progress Report and Follow-Up Form

Student _____ Grade _____ Date _____
School _____ Teacher _____
Parent/Guardian _____
Date of Initial Meeting _____ Date Interventions First Implemented _____

The purpose of this follow-up is to review the progress of the following Tier 2 interventions developed by the SAT:

- Tier 2 Academic Interventions
- Behavioral Intervention Plan
- Academic Improvement Plan

Fidelity Statement:

I verify that the plan being reviewed at this meeting was conducted as described in the written plan.

Signature: Administrator or Designee

Performance/Proficiency or Behavior Goal from Prior Plan

Summary of Progress (attach any documentation to support that plan was implemented and/or progress monitoring data/graphs/charts to support statements)

Level of Performance Prior to Intervention Plan

Current Level of Performance

Degree of Improvement or Worsening/Growth Rate

Based on discussion and evaluation of actions taken previously, the recommendation is (check all that apply)

- Continue present interventions/services with no changes. **Review by**_____.
- Change the present interventions/services with new ones as shown below.
Review again by_____.
- Phase out the present interventions/services **by** _____.
- Growth rate is flat or declining in comparison to peers. Rate is such that resources needed to improve it may exceed what is available in Tier 2, and specially-designed instruction may be necessary. Refer student for an evaluation.
- Scope of problem is such that a disability is strongly suspected. Refer student for further evaluation.
- Performance/Growth rate exceeds peers and giftedness is suspected.
Refer student for further evaluation.
- Data shows that problem is resolved. Exit the intervention plan.

New Intervention	Who is Responsible?
	Frequency/Duration of the Intervention
	How often will progress monitoring data be collected and graphed or charted? By whom?
New Intervention	Who is Responsible?
	Frequency/Duration of the Intervention
	How often will progress monitoring data be collected and graphed or charted? By whom?

Teacher support needed for this new plan:

Who is responsible?

Family support or community resources needed for this new plan:

Who is responsible?

In Attendance at the Intervention Plan Follow-Up Meeting

- SAT Chairperson Name: _____
- SAT Core Team Member Name: _____
- SAT Core Team Member Name: _____
- Teacher Name: _____
- Parent/guardian Name: _____
- _____ Name: _____
- _____ Name: _____
- _____ Name: _____
- _____ Name: _____



Tier 1 Classroom Intervention Record (Progress Monitoring)

Suggested use: As a teacher, use this form as a fidelity measure to document universal classroom interventions to small groups of students between short-cycle assessments. Complete one form for each group of students. The use of this form is optional.

Teacher _____

Grade _____ School _____

Subject _____ Quarter (circle) 1st 2nd 3rd 4th

Student Name	Assessment Measure Used	Score or Percentile	Met Goal After Intervention? Y/N (attach data)

Target Goal (Proficiency of what academic or behavioral benchmark and date)
Intervention Strategy
Frequency/Duration/Setting of Intervention
Progress Monitoring How often _____ weekly? _____ biweekly? _____ monthly? Name or type of tool to be used: _____

Need help and ideas? Go to **National Center on Student Progress Monitoring** <http://www.studentprogress.org/>

Tier 1 Grade-Level Intervention Record (Progress Monitoring)



Suggested use: As a grade-level team, use this form as a fidelity measure to document universal grade-level interventions to small or large groups of students between short-cycle assessments. Complete one form for each goal. The use of this form is optional.

School _____

Quarter _____ 1st _____ 2nd _____ 3rd _____ 4th

Teacher	Grade	Subject

Target Goal (Percentage of students proficient on what academic or behavioral benchmark/skill and date)		
Intervention Strategy		
Frequency/Duration/Setting of Intervention		
Person(s) Responsible		
Progress Monitoring		
How often _____ weekly? _____ biweekly? _____ monthly?		
Name or type of tool to be used: _____		
Criteria for Success Met?	Yes	No
(Attach data or graphs to this form at end of intervention period.)		

Need help and ideas? Go to **National Center on Student Progress Monitoring** <http://www.studentprogress.org/>

Student Assistance Team (SAT) Log

Log dates from _____ to _____ Person Responsible for Maintaining Log _____

Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment

Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment
Student	ID#	Grade	D.O.B.	Referred by
	Date Referred	Date of SAT Meeting		Follow-Up Date
	Outcome of SAT Meeting			Comment

Note: Reproduce additional copies of this page to continue log.