INTRODUCTION

Students of Sugar-Salem School District come with a variety of skills, backgrounds, challenges, as well as strengths. In accordance with the District Mission Statement and “good teaching” there may be times when students need accommodations. These accommodations are one way to help the student meet the rigor of state standards and get the best education possible at the time, given their abilities.

DOCUMENTATION

Interventions provided to students, regardless of type or length should be documented. The purpose is to be able to have a historical record of what assistance a teacher has provided and the effectiveness of that assistance. Also it indicates student’s rate and style of learning. Documentation will occur in at least two methods: report cards and a student intervention file. Any interventions conducted and documented by an individual teacher will be considered an “informal” intervention. Interventions that are collaborated with a formal school team will be considered a “formal” intervention.

INFORMAL INTERVENTIONS:

Report Cards:

Notation needs to be made that a student has received accommodations on the student report card by placing an “\*” next to the grade and an explanation that accommodations were received. This practice should be done for any student who has a change in instruction, curriculum, or environment. For example, a 4th grade student received accommodations and some additional supports from a 3rd grade curriculum. He got a “B” out of the class. An “\*” would be placed by the “B” to indicate that there was some type of accommodation provided. A 3rd grade student who was an accelerated learner and was given 5th grade novel packets got an “A” on her report card; she too should have an “\*” on her report card as she received accommodations. If an “\*” is noted on the report card, then the teacher needs to note those interventions in the student intervention file as outlined below.

Student Intervention File:

When interventions are tried, documentation must occur. This is so that you can remember what you have tried throughout the year and the results of those trials. Also, this gives other teachers an historical idea of what has worked and what has not worked. In your recording, indicate specific intervention(s) tried, date started, result(s), and date ended. This documentation will be collected using the Madison Cares electronic forms found on the district website.

FORMALIZED INTERVENTIONS

Formalized General Education Intervention Plans:

Teachers who have concerns about student progress and are desirous to have Special Education testing for a child *need to have the following documentation in place prior to* the formal referral. The Digger RTI intervention plan needs to include the following information:

1. The targeted skill including the present level of performance and a measurable goal
2. The scientific, researched-based intervention used, including intensity [i.e. amount of time per session], frequency [i.e. # of sessions per week] and duration [i.e. length of interventions, at least 6-12 weeks].
3. Evidence that the student does not achieve adequately for his or her age or to meet Idaho grade level Content Standards given intervention typical in general education and a summary of significant resistance to those general education interventions, including that the resistance is ongoing and severe and the student requires resources beyond general education alone to benefit from instruction.
4. Documentation from two or more measures, one of which is a curriculum-based measure [CBM], indicating the discrepancy from peers’ performance on skills.
5. An observation documenting the student’s academic performance and behavior in the areas of concern.
6. Student data is graphed using an aim line, trend line, phase lines, and decision rules.
7. Other considerations such as a discrepancy resulted due to visual, hearing, or motor disability; cognitive impairment, or emotional disturbance.
8. Documentation that the parent has been notified about:
   1. Idaho State policies regarding the amount and type of performance data that would be collected
   2. The general education services that would be provided
   3. Strategies for increasing the student’s rate of learning
   4. The parents’ right to request an evaluation

*INTERVENTION IDEAS*

The following is a list of possible interventions that could assist you in meeting the needs of a student. **This is not a comprehensive list**, but to be viewed as a resource. Additional resources available are the student’s parent(s), principal and colleague(s). The accommodation list is categorized into four domains: instruction, curriculum, environment, and learner characteristics.

*Instruction:*

change in instructional grouping [i.e. whole group to small group, small group to individual]

change in assessment methods: [reduce length of exam, oral exams, open book, multiple choice, chunking, chapter tests verses unit test; unit tests verses end of course assessment]

change in instructional pace

change in instructional methods

change in student schedule

pre-teach concept, vocabulary, etc

increase student response opportunities; frequent feedback to student, immediate feedback to student

*Alternative Assignments:*

reduce number of assignments

reduce number of problems on an assignment

provide extra time to complete assignments

provide students with major points

reduce number of instructions given at any given time; [i.e. provide instructions one or two steps at a time, repeat and explain directions, written directions]

*Instructional Aids* [i.e. visual, auditory, tactile, highlighted materials for emphasis, Braille, large print, color transparencies, study guides, outlines]

pre-teach concepts prior to whole group lesson

*Presentation:*

display key vocabulary

use multi-sensory presentation

study guides

highlight instructions with highlighter

use mnemonics

provide student with vocabulary word bank

call on student often

acknowledge effort

use increased spacing between items on page

allow student to tape-record lesson

arrange for a note taker

use sign language

give student copy of lecture notes

*Response Mode*:

allow oral responses

permit scribe for answers

use pencil grip

use calculator, math tables, or abacus

use spell checker or dictionary

*Adapted Equipment*:

use large type

keep page format simple

divide page into clearly marked sections

remove distraction from paper

*Reading [to improve decoding skills]:*

check on vision

present phonemic awareness activities

use rhyming activities, multi-sensory or VAKT = Visual-Auditory-Kinesthetic/Tactile instruction

use color cues for sound blending (left to right)

use fingers/markers for tracking left or right

present syllabication rules

synthesize words (part to whole)

segment words (whole to part)

change to different reading series

use word families

provide opportunities for daily reading

repeat phonic rules verbally (auditory cues)

present phonic rules on chart (visual cues)

use log of misread words for practice

use literature-based instruction with semantic cues

small group instruction \_\_ daily

small group instruction 2-3 times/week \_\_ weekly

send home word list for home practices

use guided reading group

*Reading [to improve sight word recognition skills]:*

use card reader/language master for drill/practice

use word configuration cues

send word list home for home practice

provide flash card practice

use language experience/concrete meaning

use a word wall for important vocabulary

*Reading [to improve reading comprehension skills]:*

pre-read story to student

re-read favorite stories

read stories with predictable text

discuss pictures/illustrations before reading story (visual cues)

ask student to answer questions orally first

ask student to illustrate sentences or stories

highlight key concepts in text

ask student to write sentences for reading vocabulary words

ask student to list details of story

use sequence pictures & then re-told story

ask student to complete close sentences/paragraphs

ask student to finish incomplete story

use guided reading group

use supplemental materials/resources

use high interest texts at instructional level

*Listening [to improve ability to follow verbal directions]:*

check on hearing

repeat directions \_\_once \_\_twice \_\_three or more times

rephrase directions

provide preferential seating away from distracting noises (e.g., pencil sharpener)

provide preferential seating near teacher or source of sound

ask student to repeat directions

simplify directions into one step at a time

use visual cues or written directions paired with verbal directions

use visual or auditory cue prior to giving directions

present directions at slower pace

encourage student to indicate when he/she doesn’t understand

avoid light behind my face (or window) when giving directions

keep hands & objects away from my face when giving directions

attain eye contact of student before giving directions

assign peer “buddy” to help student with directions

present directions in “routine” in the same manner & at the same time

provide “wait” time to respond to directions

*Communication [to improve vocabulary comprehension]:*

use real objects or materials when introducing vocabulary

use photographs to illustrate new words/vocabulary

develop “Pictionary” for new words/vocabulary

use hands-on experiences to teach new words/vocabulary

teach new words/vocabulary in categories with association cues

use mnemonic devices

use word webbing activities

pre-teach student on target words/vocabulary

*Communication [to improve expression language skills]:*

allow “wait time” for verbal responses

provide verbal cues or reminders to elicit correct language

use choral speaking techniques with entire class or group

ask student to imitate teacher’s model

use visual or written cues to elicit correct language

use role playing activities

model correct language or provide expanded form as model

*Communication [to improve articulation or speech skills]:*

model correct speech for student

remind student with verbal cues

use non-verbal signal as a reminder

provide praise or positive reinforcement for “good speech”

practice correct sound production using reading, spelling or vocabulary lists

*Communication [to improve handwriting or written expression]:*

provide hand strengthening activities (e.g., clay, squeeze ball)

provide special paper (e.g., raised lines, graph paper, unlined)

use pencil grip

use dark, bright, or high contrast written cues on paper

use various writing tools (e.g., chalk, marker, crayon, erasable pen, etc.)

use tracing paper for shape, letter and number formation

provide alphabet and number strips on desk

use templates for shape, letter and number formation

use multi-sensory activities, including sandpaper, sand, foam, salt, etc.

use cues (e.g., finger space) for spacing between words

seat student near blackboard for copying

reduce copying from book or blackboard

reduce amount of required written responses

teach cursive writing as alternative to printing (manuscript)

assign a peer “writer” for copying

assign peer to transcribe written work or responses

allow student to tape record responses

allow use of spell checker

teach keyboarding skills for typewriter or computer

allow “sloppy copy” for first draft

use penmanship drill and practice

use story starters or prompts

use sequence stories for writing simple stories

use rubric or checklist for proofing written work

use graphic organizers

allow untimed written exams

*Mathematics:*

reduce copying from book by using preprinted or copied sheets

use legible, less crowded worksheets

use graph paper

use flash cards for drill on facts

use manipulatives

provide repetition of math drills

use songs, rhymes, or games

allow student to vocalize to self

use number lines, counters, charts

allow student to use math facts table

allow student to use calculator

reduce number of math examples

highlight key words in math problems

*Spelling:*

use multi-sensory techniques (VAKT)

use spelling flash cards for practice

allow student to spell into tape recorder

use picture or color cues or word shapes

teach sight words in a meaningful phrase or sentence

teach specific spelling rules

use same words for reading, spelling, and writing tasks

test only word lists, not sentences

reduce number of expected words

test student orally

send home spelling words for practice

*Assessment Accommodations:*

use short, frequent quizzes

permit breaks during tests

permit movement

reduce number of test items

limit multiple choice

preview test procedures

practice taking similar test questions

periodic checks for answers marked in correct spaces

arrange for oral testing

support staff administers test

permit student to type or use word processing

permit untimed testing

give test over several sessions

administer test at specific time of day

administer test in separate setting

administer test using a study carrel

give prior notice for quizzes

read test to student

permit templates to reduce visible print

rephrase test questions and directions

allow open book or notes

increase size of bubbles on answer sheet

provide cues on answer sheet

secure answer sheet to work area

student marks on test booklet

permit adapted format: \_\_\_\_\_\_

use adapted equipment: \_\_\_\_\_\_

*Curriculum:*

change in curricular material

change in grade level material to teach prerequisite skills

adjust work load

reduce assignments

simplify number of items

simplify number of items presented on page

give alternative assignments in subject

pre-teach content

*Environment:*

specific behavioral plan [classroom, individual, clearly defined limits, frequent reminders of rules, behavioral contract, crisis plan]

use of physical proximity, eye contact

frequent breaks

supervision during transition activities

assistive technology [calculator, word processor, note taker, closed captioning]

seat near teacher

assign student to low-distraction area

seat near positive peer models

use study carrel

use of time-out

define physical space for student within the room

stand near student when giving instructions

display specific behavioral rules

special lighting

*Learner Characteristics:*

additional wait time for oral or written responses

positive reinforcements

negative consequences

encouragement for class participation

counseling with student and/or parents

preferential seating

homework assignments

peer tutoring

minimal auditory distractions

behavior to improve ability to attend to verbal information:

behavior to improve work completion:

behavior to improve transitions between activities:

behavior to improve positive group participation skills:

*Sugar-Salem School District*

*Response to Intervention Problem Solving Flow Chart*

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| Teacher provides general education interventions [informal] |

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| Concern is noted by parent/teacher  and a Request for Problem-solving is made to Digger [RTI] team {formal} |

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| Information is gathered pertaining to 4 domains  {Instruction, Curriculum, Environment, Learner} |

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| --- | --- | --- | --- |
| Referring Staff | Chairman | Staff | Other |
| --Collects work samples  --Review CUM file  --Provide log of interventions attempted  --Obtain info from parent | --Reviews request and collects information  --Schedules meeting  --Notifies team members | --observes student  --Reviews CUM file  --Consults with referring teacher  --consults with other pertinent staff | Additional team members as needed:  Medical personnel  OT, PT, SLP  Mental health  Gifted Spec.  Migrant, Title 1  Etc. |

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| RTI Team Meeting   1. Review information 2. Define/prioritize concerns 3. Review interventions already tried 4. Develop goal(s) and interventions {IPLAN steps 1-x}   5. Develop Evaluation Schedule |

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| Implement IPLAN |

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| Follow-up Meeting  3/6/9/? Weeks later as determined by team  Review results of interventions  Determine next step(s) |

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| --- | --- |
| Successful Intervention | Unsuccessful Intervention |
| Continue intervention strategies | Develop new interventions & evaluation schedule; conduct a follow-up meeting in 6 weeks as determined by team. *A referral to special education can occur after 8-10 data points have been graphed and two follow-up meetings have occurred through the General Education Team.* |

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| Referral to SpEd may not be needed if current interventions are making progress. | Digger Team becomes the MDT team if all stakeholders are present. Referral process begins within federal guidelines. |

Adapted from: http://www.decatur .escll.net/Departments/SpecialPrograms/SpecialEd/CARE%20Team.htm

Data sources

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| --- | --- | --- |
| Assessment / Data—Possible Sources | | |
| Domain | Technique |  |
| ***I***nstruction | *R*eview | 1) Principles of effective instruction reviewed by a teacher as a self-check (i.e., model, practice, independent practice) 2) IRI, DWA, DMA, ISAT scores for class? |
| *I*nterview | 1) Teacher: expectations communicated? 2) Is student interested? 3) Do students have pre-skills needed to learn new content? |
| *O*bserve | Observe Teacher: 1) Pace of instruction appropriate? 2) Corrective feedback to child? 3) Learning objectives clear? |
| *T*est/Access | 1) Construct a matrix of effective instruction. |
| ***C***urriculum | *R*eview | 1) Is content matched to needs of learner? 2) Is curriculum appropriate for most? 3) Using scientific research-based curriculum? 4) IRI, DRA, DWA, ISAT scores for class? |
| *I*nterview | Teacher: 1) Is teacher comfortable with curriculum? 2) Supplements? 3) Perceptions of strengths or limits of curriculum? |
| *O*bserve | Observe class: 1) How do kids interact with curriculum? 2) How does the teacher present curriculum?  3) Is teacher skilled in curriculum use? |
| *T*est/Access | Evaluate curriculum: 1) What is research basis of curriculum? 2) What is readability of curriculum? |
| ***E***nvironment | *R*eview | Examine: 1) # Discipline ref? 2) # Ref for special education/at risk? 3) Rules of the class? 4) IRI, DWA, DMA, ISAT scores for class? |
| *I*nterview | Interview Teacher: 1) BEH management strategies? 2) Capacity to help students in need? 3) Equipment & materials? 4) Structure? Flow? |
| *O*bserve | Observe class: 1) Students on task? 2) Transitions? 3) Discipline? 4) Corrective feedback? 5) Expectations? 6) Structure? |
| *T*est/Access | 1) Administer the FAAB functional assessment? |
| ***L***earner | *R*eview | 1) Review CUM file? 2) Review parent information? 3) Previous medical and health? 4) Teacher grade book? 5) Does the student have the pre-skills needed to learn new content? |
| *I*nterview | 1) Interview parent 2) Interview child 3) Interview teacher 4) Interview principal or teachers/specials |
| *O*bserve | Observe class: 1) Student vs. peer comparison? 2) Observe student reading skills, inventory, etc. |
| *T*est/Access | 1) Do CBM compare student to class? 2) Do functional assessments (i.e., CBE, CORE reading assessments.) |
| \* *ADAPTED FROM HEARTLAND EDUCATION AGENCY, JOHNSTON, IA 1998. FORMAT REVISED: BRYON KENNEDY, MARCH 2010* | | |

Sugar Salem School District

General Education Intervention Form

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| Student: | | Teacher: | |
| Student ID# | Grade: | | School Year: |

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| --- | --- | --- | --- | --- | --- | --- |
| Area of Concern | Intervention | Duration | | | Frequency  [how often per week] | Intensity [minutes per session] |
| Beginning  Date | Ending  Date | Total weeks |
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