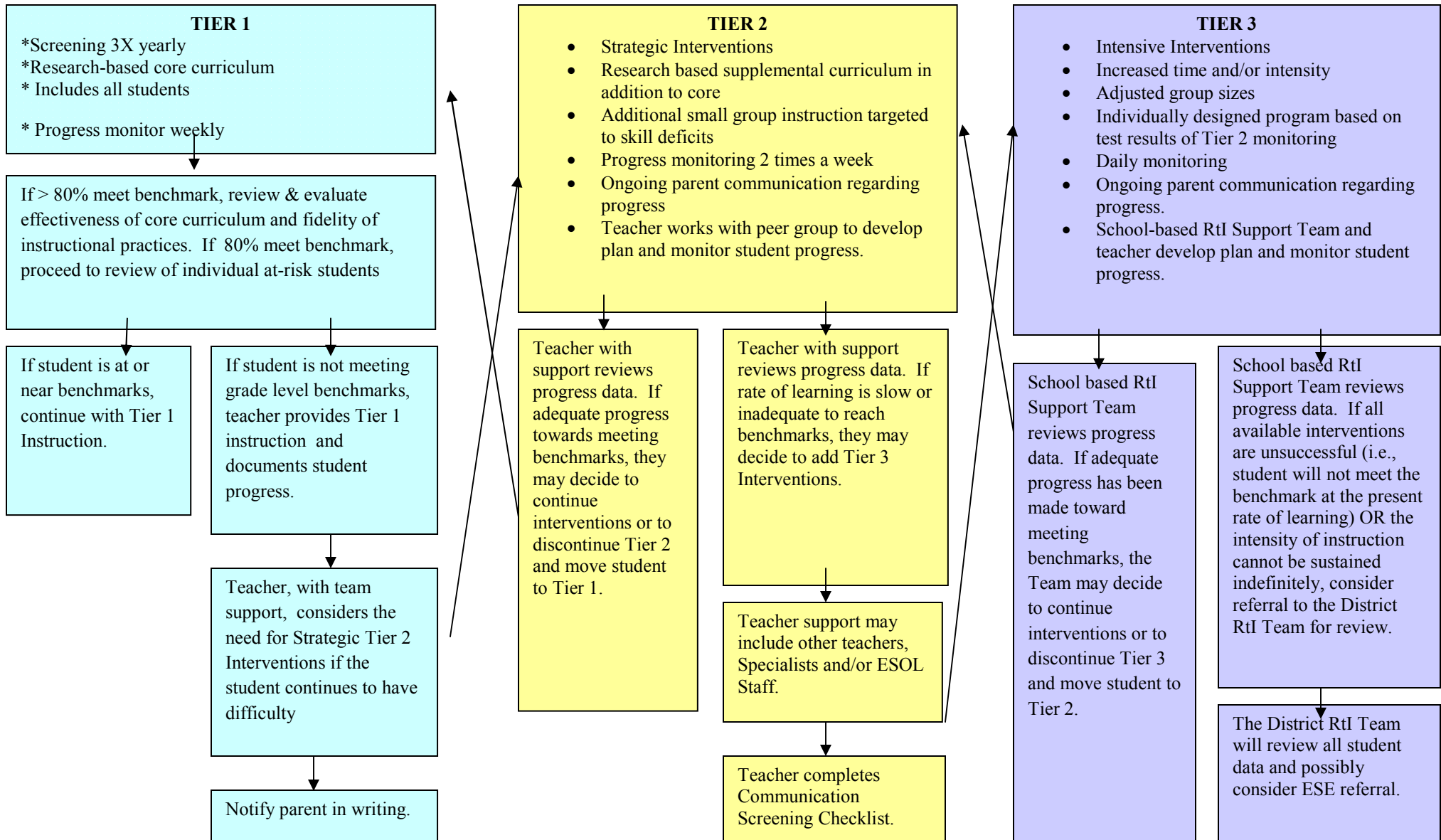
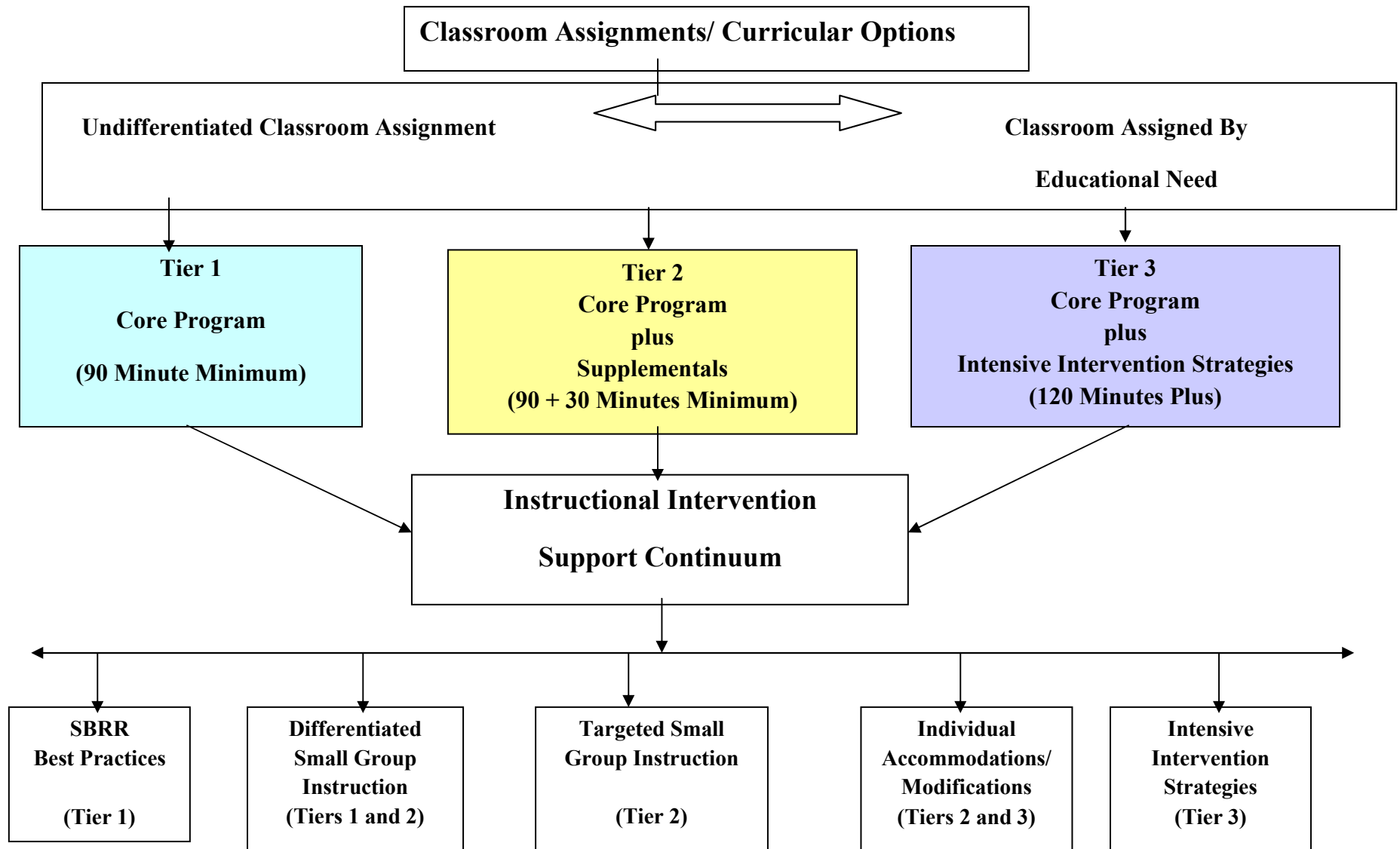


RESPONSE TO INTERVENTION FLUID FLOW CHART



**RESPONSE TO INTERVENTION DELIVERY SYSTEM
ELEMENTARY SCHOOL GUIDELINES FOR READING**



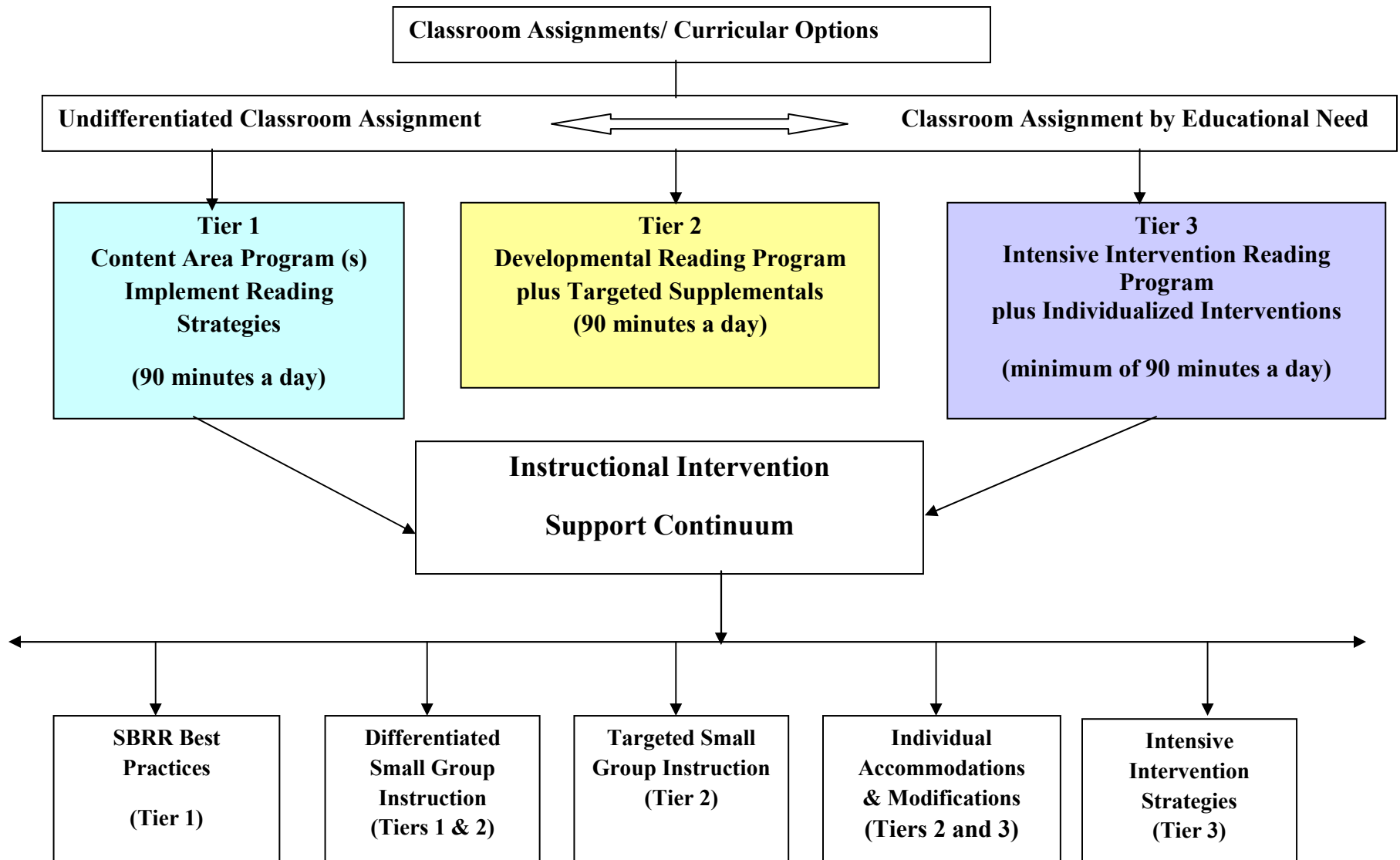
RESPONSE TO INTERVENTION-READING PROGRAM ELEMENTARY TIER COMPONENT GUIDELINES

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

* Students may experience multiple components across tiers.

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

RESPONSE TO INTERVENTION DELIVERY SYSTEM MIDDLE SCHOOL READING

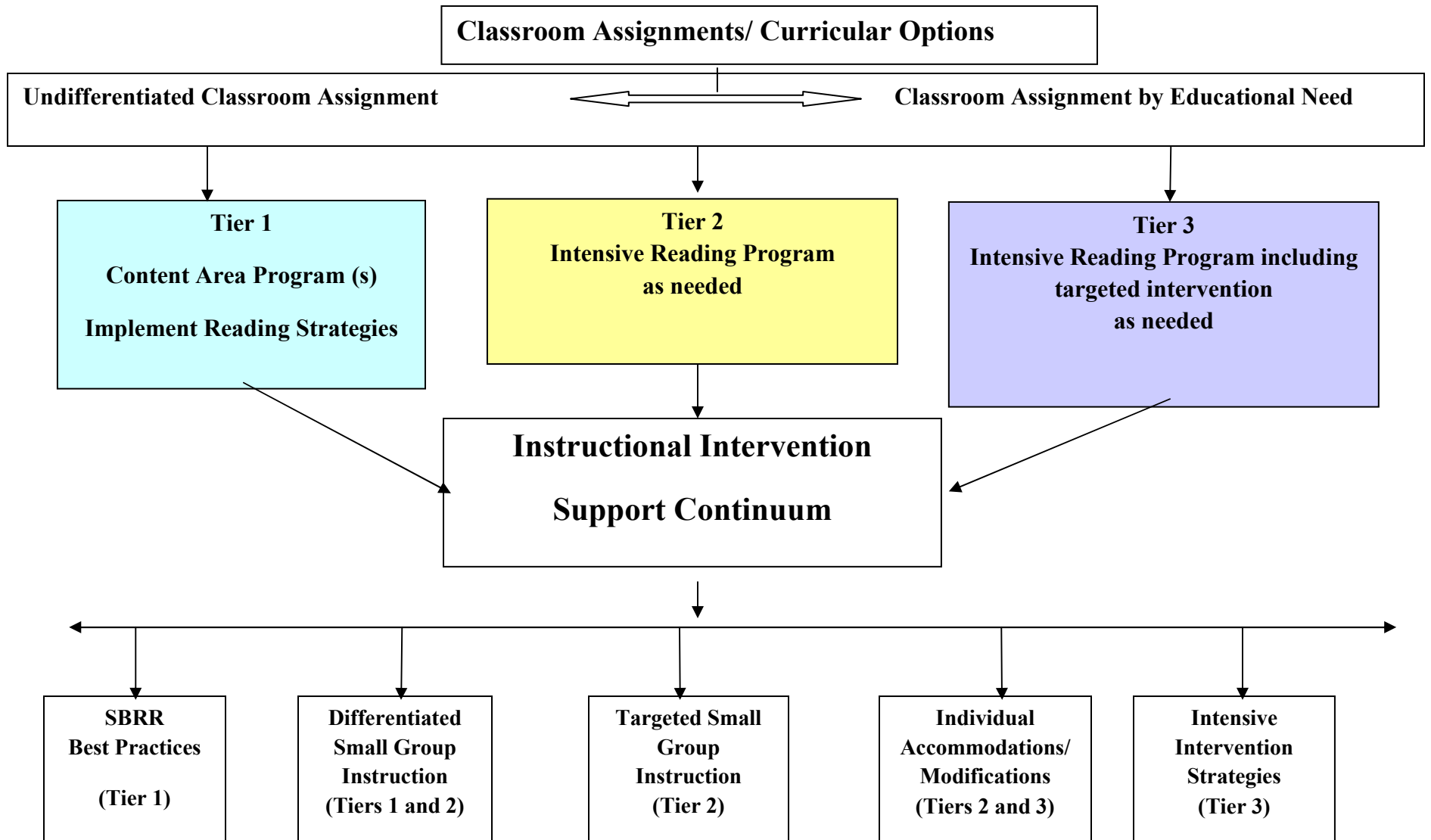


RESPONSE TO INTERVENTION-MIDDLE SCHOOL READING PROGRAM TIER COMPONENT GUIDELINES

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

- Students may experience multiple components across tiers.
- Students may move from both lower to higher tiers and higher to lower tiers.

RESPONSE TO INTERVENTION DELIVERY SYSTEM HIGH SCHOOL READING



RESPONSE TO INTERVENTION—HIGH SCHOOL READING PROGRAM

TIER COMPONENT GUIDELINES

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

*Students may experience multiple components across tiers.

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

RESPONSE TO INTERVENTION—MATHEMATICS PROGRAMS

TIER COMPONENT GUIDELINES FOR ELEMENTARY, GRADES K-5

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

*Students may experience multiple components across tiers.

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

Dr. Lawrence Tihen
 Deborah Burton Tihen, M.A.T.
 Sharon Vandeventer, M.A.T., 3/31/08
 Modified by M.Shattuck-Kecken

RESPONSE TO INTERVENTION—MATHEMATICS PROGRAMS

TIER COMPONENT GUIDELINES FOR MIDDLE SCHOOL

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

*Students may experience multiple components across tiers.

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

Dr. Lawrence Tihen
Deborah Burton Tihen, M.A.T.
Sharon Vandeventer, M.A.T., 3/31/08
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RESPONSE TO INTERVENTION—MATHEMATICS PROGRAMS

TIER COMPONENT GUIDELINES FOR HIGH SCHOOL

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

*Students may experience multiple components across tiers.

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

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ROLES OF SCHOOL-BASED RtI SUPPORT MEMBERS

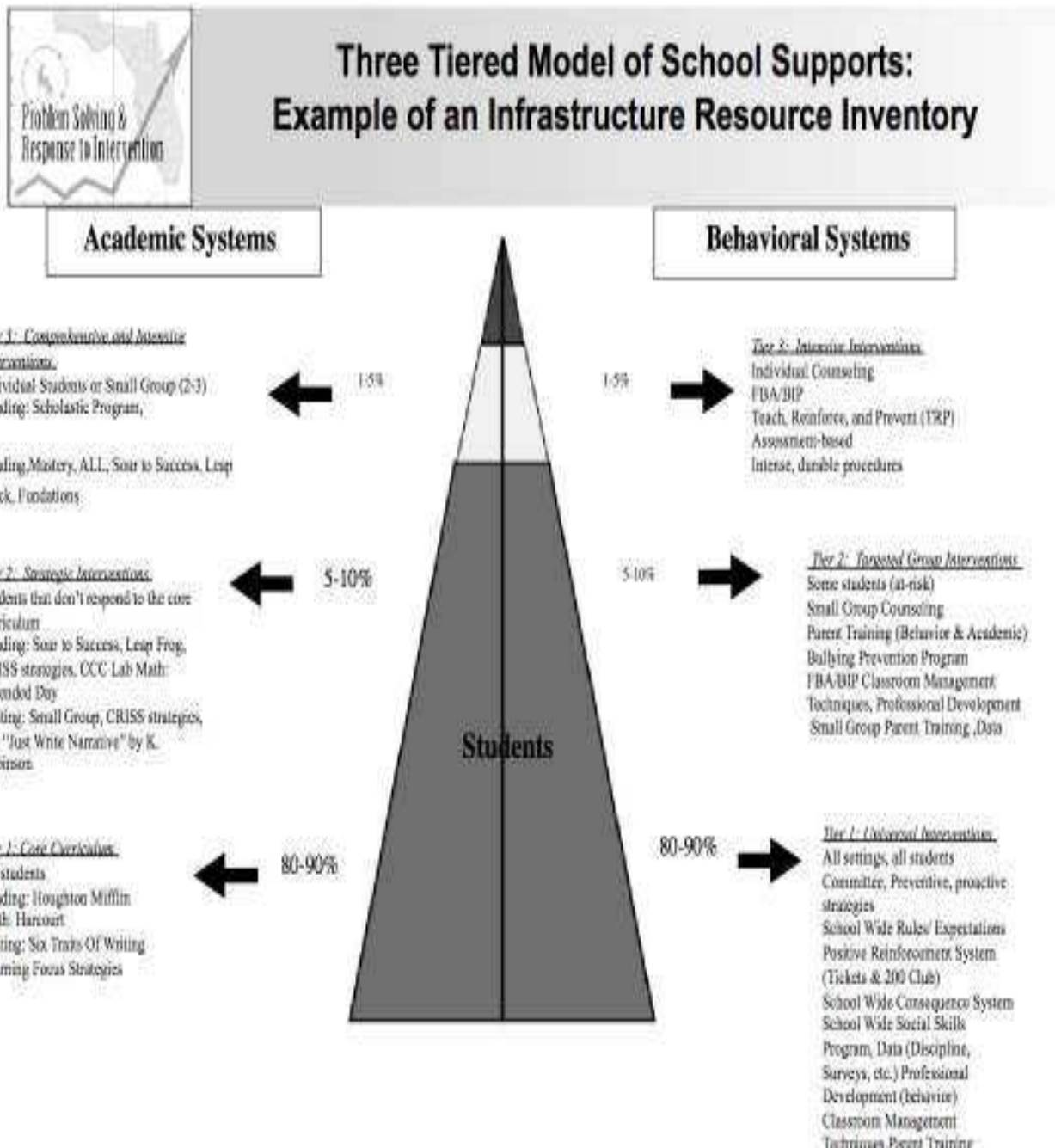
Classroom Teacher	Reading or Math Coach/Specialist	Speech-Language Pathologist
<ul style="list-style-type: none"> *Keep ongoing progress monitoring notes in an RtI folder (FAIR, ThinkLink, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing *Attend RtI Team meetings to collaborate on & monitor students who are struggling *Implement interventions designed by RtI Team for students in Tier 2 & 3 *Deliver instructional interventions with fidelity 	<ul style="list-style-type: none"> *Attend RtI Team meetings *Train teachers in interventions, progress monitoring, differentiated instruction *Model interventions and differentiated instruction for teachers *Guide teachers in the collection and interpretation of data *Collect school-wide data for team to use in determining at-risk students 	<ul style="list-style-type: none"> *Attend RtI Team meetings for some Tier 2 & 3 students *Complete Communication Skills screening for students unsuccessful with Tier 2 Interventions. *Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact *Incorporate RtI data when guiding a possible Speech/Language referral & when making eligibility decisions.
Principal/Assistant Principal	Guidance counselor/Curriculum Specialist	School Psychologist
<ul style="list-style-type: none"> *Facilitate and support the implementation of RtI in your building *Provide, coordinate, and support valuable and continuous professional development *Assign paraprofessionals to support RtI implementation when possible *Attend RtI Team meetings to be active in the RtI change process *Conduct classroom Walk-Throughs to monitor fidelity 	<ul style="list-style-type: none"> *Often RtI Team facilitators *Schedule and attend RtI Team meetings *Maintain log of all students involved in the RtI process *Send parent invitations *complete necessary RtI forms *Conduct social-developmental history interviews when requested 	<ul style="list-style-type: none"> *Attend RtI Team meetings on some students in Tier 2 & on all students in Tier 3 *Monitor data collection process for fidelity *Review & interpret progress monitoring data *Collaborate with RtI Team on effective instruction & specific interventions *Incorporate RtI data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist	Specialist (Behavior, OT, PT, ASD)	ESOL/ELL Representative
<ul style="list-style-type: none"> *Consult with RtI Team regarding Tier 3 interventions *Incorporate RtI data when making eligibility decisions 	<ul style="list-style-type: none"> *Consult with RtI Team *Provide staff trainings 	<ul style="list-style-type: none"> *Attend all RtI Team meetings for identified ELL students, advising and completing LEP paperwork *conduct language screenings and assessments *Provide ELL interventions at all tiers
Parent/Guardian	Social Worker	
<ul style="list-style-type: none"> * Provide unique input about the student * Be an active partner in the team decision making process * Provide support/reinforcement at home if appropriate 	<ul style="list-style-type: none"> *Attend RtI Team meetings when requested *Conduct social-development history interviews and share with RtI Team 	

Behavior Problem-Solving Response to Intervention

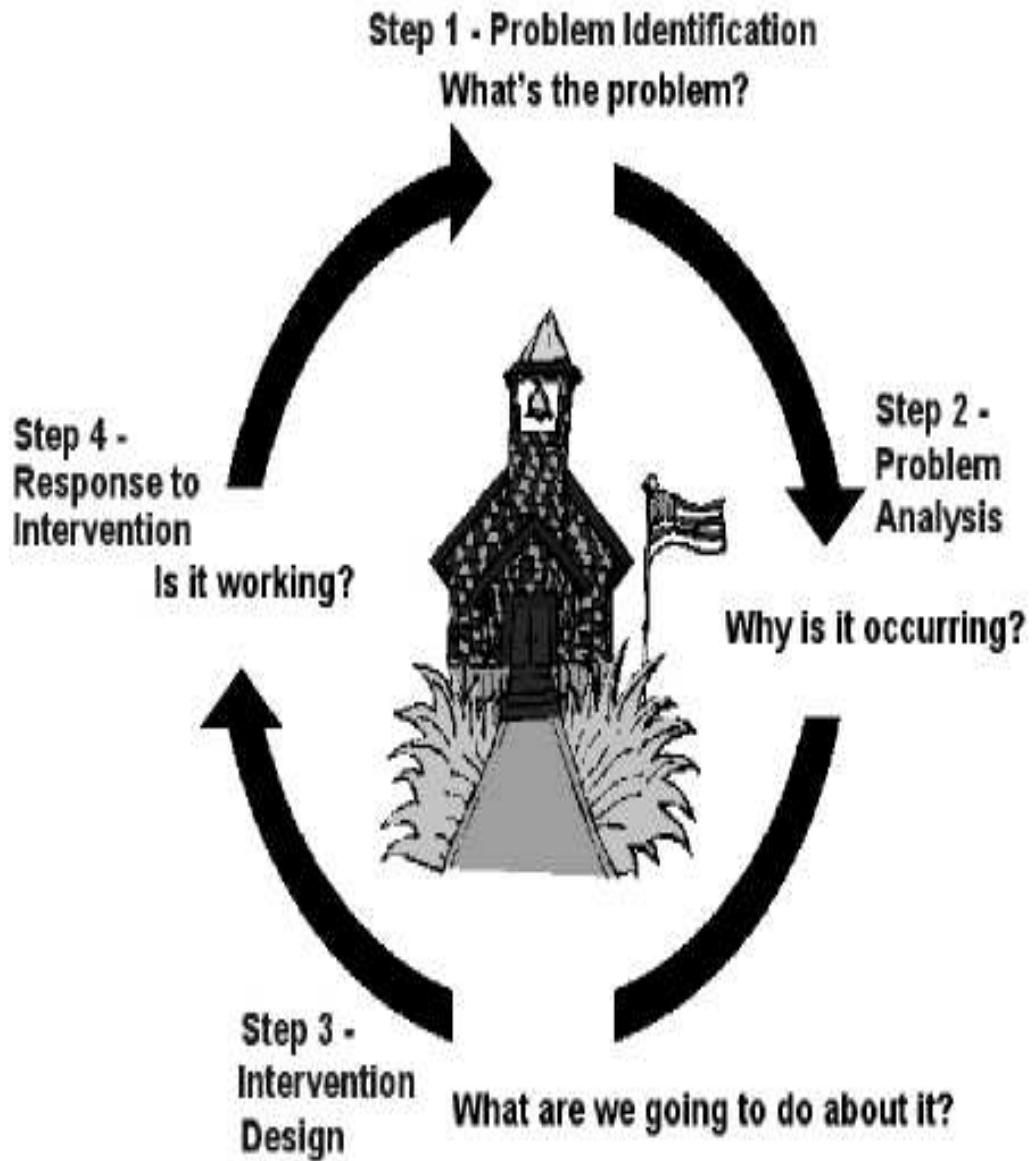
<i>Tier 3:</i>	Identification	Assessment	Intervention/Action Plan	Outcomes
Individual Student Plan / intensive interventions	<ul style="list-style-type: none"> **ODR's *Teacher rankings/ratings <ul style="list-style-type: none"> -Teacher requests for support *Number of teacher referrals to ESE *Data showing lack of responsiveness to targeted interventions over time 	<ul style="list-style-type: none"> *Behavior rating scales *Behavior observations w/ forms *FBA *Social history 	<ul style="list-style-type: none"> *Parent conference(s) *Rule out physical, socio-cultural, developmental and/or sensory issues as causal * Create BIP for (at least) two periods of intervention- must be of reasonable lengths of time for data collection and progress monitoring; use FBA results to generate BIP *Progress Monitor biweekly or more. 	<ul style="list-style-type: none"> **ODR's *Teacher rankings and ratings *Behavioral observations and docs. *Findings from social history. *Results from behavior rating scales *BIP progress monitoring data
Tier 2: Targeted group / strategic interventions	<ul style="list-style-type: none"> **ODR's Teacher requests for consult *Teacher rankings and ratings of targeted students *Walkthroughs/classroom observations -Teacher referrals to ESE 	<ul style="list-style-type: none"> **ODR's *Teacher ratings and rankings of behavior and academic areas 	<ul style="list-style-type: none"> Parent Conference(s) *Small-group mentoring or coaching -Token economy and/or other types of scheduled reward techniques *Academic support plan if necessary <ul style="list-style-type: none"> - Peer mentoring *Regular (preferably weekly) progress monitoring 	<ul style="list-style-type: none"> **ODR's *Teacher ratings and rankings *Behavior progress report -Classroom assessment tool
Tiers 1 and 2: Whole Classroom Strategies / Program	<ul style="list-style-type: none"> **ODR's (major and minor) Teacher requests for support *Teacher rankings and ratings over time *Walkthroughs/classroom observations -Teacher referrals to ESE 	<ul style="list-style-type: none"> **ODR's * Classroom ratings and rankings over time *Formal observations of classroom 	<ul style="list-style-type: none"> *Classroom-based core behavioral curriculum -Peer mentoring in cooperative learning groups *Re-teaching and reviewing of school-wide and/or classroom rules 	<ul style="list-style-type: none"> **ODR's *Informal classroom Walkthroughs *Formal classroom observations
Tier 1: Universal School-wide Program / core interventions	<ul style="list-style-type: none"> *School profile **ODR's (office discipline referral) *OSS (out of school suspensions) *ISS -Referral rates for ESE 	<ul style="list-style-type: none"> *School-wide action plan based on school profile. - Administer surveys to teachers if necessary 	<ul style="list-style-type: none"> *PBS or a similar alternative that provides consistency of cause-effect and behavioral expectations across all settings and grade levels from within the school. 	<ul style="list-style-type: none"> *Outcome Summary school-wide **ODR's, OSS, ISS, etc -Faculty surveys reviewed

Please note: **Socially maladjusted** students are not eligible for an E/BD classification on an IEP. Therefore, students who are oppositional, aggressive or have poorly developed social skills should only be referred to ESE for a potential behavioral diagnosis if there are also symptoms of mood, anxiety, phobia(s), and/or thought disorder.

Three Tiered Model of School Supports



Problem Solving Model



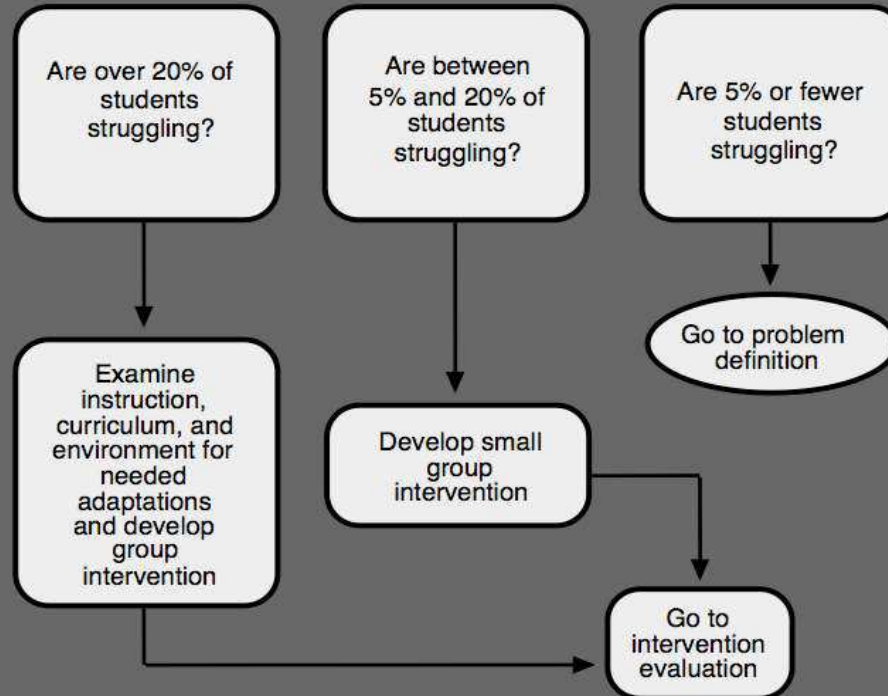
Decision Making Rubric



Step 1 - What's the Problem?

Decision Making Rubric for use with School-Wide Screening

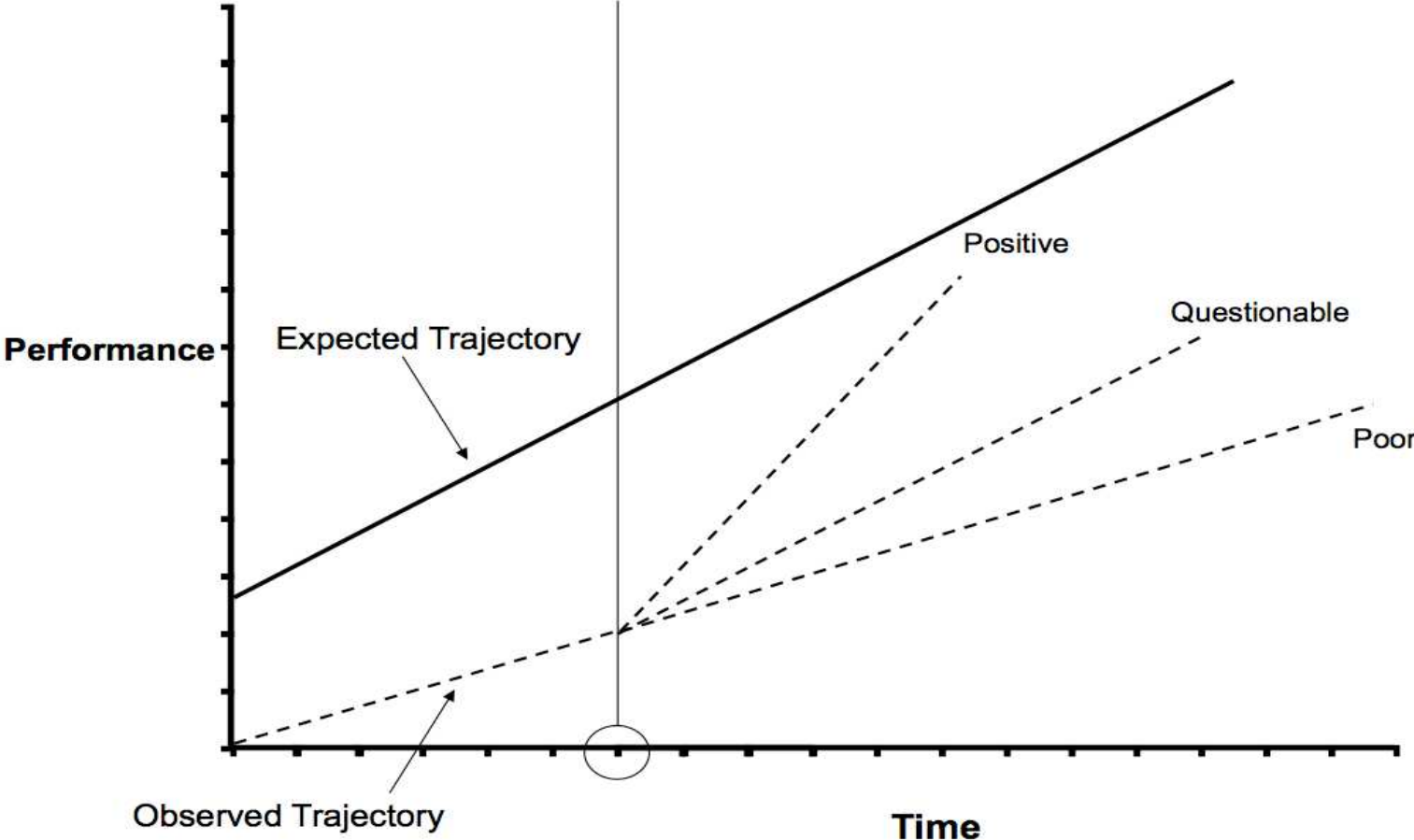
Is this an individual student problem or a larger systemic problem?



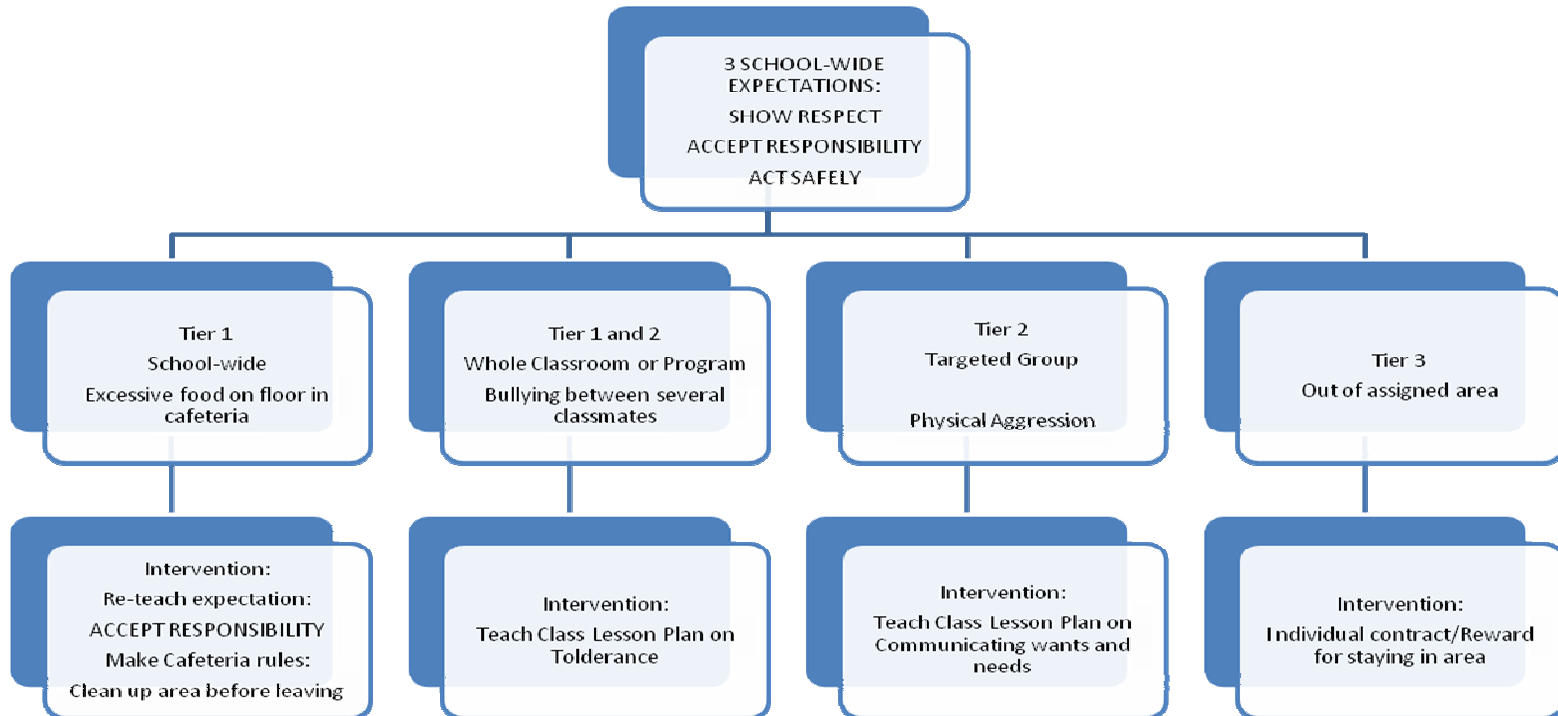
adapted from:
Heartland AEA 11,
Improving Children's
Educational Results

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Response to Intervention



EXAMPLE BEHAVIORS AND INTERVENTIONS FOR EACH TIER



Intervention Documentation Worksheet by Week

Week of _____ Teacher _____

	Monday			Tuesday				Wednesday				Thursday				Friday					Total
Student	T	P	F	A	T	P	F	A	T	P	F	A	T	P	F	A	T	P	F	A	minutes
T= Time (# of minutes) P= Program (see right) F= Focus (see right) A= Assessment score (will not be done daily)	Focus: L= Language PA= Phonemic Awareness P= Phonics F= Fluency V= Vocabulary C= Comprehension MC= Math Computations MA= Math Application B= Behavior							Program: (Create your own key; for example, Tr= Triumphs _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____													

Intervention Documentation Worksheet by Student

Student _____ Teacher _____

Week #	Monday				Tuesday				Wednesday				Thursday				Friday				Total Minutes		
	T	P	F	A	T	P	F	A	T	P	F	A	T	P	F	A	T	P	F	A			

<p>T= Time (# of minutes) P= Program (see right) F= Focus (see right) A= Assessment score (will not be done daily)</p>	<p>Focus: L= Language PA= Phonemic Awareness P= Phonics F= Fluency V= Vocabulary C= Comprehension MC= Math Computations MA= Math Application B= Behavior</p>	<p>Program: (Create your own key; for example, Tr= Triumphs)</p> <p>_____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____</p>
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Communication Checklist Communication Skills -Teacher Tool

Name of Student:	ID#	Date of Birth:	Age:	Date Completed:
School:	Teacher:	Grade:	ESOL: Yes / No	Primary Language:

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

Oral Expression

Adequate *

Inadequate (Provide example below)

Can be understood when speaking	_____	_____
Makes sense in conversation	_____	_____
Uses age-appropriate vocabulary	_____	_____
Grammar and sentence structure are as mature as peers	_____	_____
Speaks in complete sentences most of the time	_____	_____
Relates events in proper sequence	_____	_____
Verbally interacts with peers in social situations	_____	_____
Responses to questions are appropriate	_____	_____
Shows no difficulty remembering words while speaking	_____	_____
Describes and provides information orally	_____	_____

Listening Comprehension

Attends to language-based activities	_____	_____
Follows oral directions	_____	_____
Understands what is said	_____	_____
Remembers spoken information	_____	_____
Discriminates between words and sounds that are similar	_____	_____
Usually does not need repetition to understand	_____	_____
Is able to tune out noise distractions	_____	_____

Articulation/Voice/Fluency of Speech

Speech is easily understood	_____	_____
Speech sound production is similar to that of peers	_____	_____
Speech sound errors do not affect reading and spelling	_____	_____
Speaks fluently without excessive repetition or pause	_____	_____
Speaks at appropriate rate	_____	_____
Voice quality/pitch appropriate for age and sex	_____	_____
Speaking volume is appropriate	_____	_____

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

How do areas noted as inadequate affect the student in the classroom?

Intervention Strategies Documentation Form

Initial Meeting (Version 3)

Student Name: _____ Birth date: _____ Student #: _____

Referring Teacher: _____ Areas of Certification/Endorsement: _____

School: _____ Tier _____ Meeting Date _____

Team Members Present:

_____	_____
_____	_____
_____	_____
_____	_____

Review of Student History

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

Problem Solving

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

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

2. Analyze the problem. Why is the student not attaining benchmarks?

A. **Review, Interview, Observe, and/or Test** to obtain information (RIOT).

B. Consider the **Instruction, Curriculum, Environment** and the **Learner** (ICEL)

C. Write a Hypothesis Statement:

The problem is occurring because _____
_____. If _____
_____ would occur, then the problem would be reduced.

Design, Monitor and Evaluate Intervention Plan

Learning or Behavioral Goals and Concerns _____

Interventions Implemented	Intervention Frequency/Duration	Intervention Date	S/U*	Decision

* Satisfactory/Unsatisfactory

Who is responsible for implementation? _____

What data will be collected? _____

How often will data be collected? _____

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

Intervention Fidelity observed by _____ Frequency _____

Next Meeting Scheduled _____

Intervention Strategies Documentation Form

Follow-Up Meeting (Version 3)

Student Name _____ Birth date _____ Student# _____

Referring Teacher _____ Areas of certification/endorsement _____

School _____ Tier _____ Meeting Date _____

Team Members Present:

_____	_____
_____	_____
_____	_____
_____	_____

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

Review the data. Did the intervention produce a:

1. Positive Response?(gap is closing) _____

Continue with the current goal or continue and increase goal.

2. Questionable Response? (Gap widening slows, but still widens, or the gap stops with no closure.) _____

Review implementation integrity. Increase intensity of intervention and reassess.

Return to problem solving if necessary.

3. Poor Response? (gap continues to widen with no change in rate) _____

Review implementation integrity. Identify error in intervention design or problem analysis.

Return to problem solving model.

Problem Solving Model (if a problem still exists)

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

4. Analyze the problem. Why is the student not attaining benchmarks?

A. **Review, Interview, Observe, and/or Test** to obtain information (RIOT).

B. Consider the **Instruction, Curriculum, Environment and the Learner** (ICEL)

C. Write a Hypothesis Statement:

The problem is occurring because _____

_____. If _____
_____ would occur, then the problem would be reduced.

Intervention Strategies Documentation Form Follow-Up Meeting p.2

Next Steps: _____

Interventions Implemented	Intervention Frequency/Duration	Intervention Date	S/U*	Decision

* Satisfactory/Unsatisfactory

Who is responsible for implementation? _____

What data will be collected? _____

How often will data be collected? _____

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

Intervention Fidelity Observed by _____ Frequency _____

Recommendations/Other Information: _____

Next Meeting Scheduled _____

REQUEST FOR EVALUATION WORKSHEET
TO BE COMPLETED BY THE DISTRICT RtI TEAM

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

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

ALL OF THE ABOVE MUST BE ANSWERED IN THE AFFIRMATIVE AND SUPPORTED BY **ATTACHED DATA** (INCLUDING GRAPHS DISPLAYING STUDENT PROGRESS, PEER PROGRESS, AND BENCHMARK) BEFORE BEING SUBMITTED TO PSYCHOLOGICAL SERVICES.

References

Florida Department of Education and the University of South Florida. (2009).

PS/RtI Training of Trainers Implementation Handbook.

School District of Lee County. (2008). Response to Intervention Manual,

Phase 1.