Response to Intervention Student Support Team (RTI/ SST) Handbook

Murray County Schools
2007-08

RTI/SST Handbook

Table of Contents

Subject	Page

History and Explanation of SST

The Student Support Team (SST) is a formal process by which a team of individuals consults on the strengths and weaknesses of an individual child to help improve the child's academic skills. In the Murray County School System, this process is in place for all students in the MCS Preschool through twelfth grade.

The mandate for SST in Georgia public schools emanated from the Marshall vs. Georgia class action lawsuit, filed by the NAACP in 1982, decided in 1984. The state prevailed in the case, but the federal district court judge (B. Avant Edenfield, Southern District of GA) ordered the state to remedy records violations that were found in the case. The case was appealed to the 11th Circuit Court of Appeals, but was remanded back to federal court in 1986 without being heard.

The SST mandate was in the state's 1984 commitment to remedy the violations. It was a good faith component to address a core part of the plaintiffs' complaint, (i.e., that there was no mechanism in the regular class to individually address common learning and behavior problems). The presumed consequence of this deficit was that students were referred to special education in order to attempt to obtain some individualized help for them, and allegedly placed in special education even though they did not meet the eligibility criteria. Thus, the original primary purpose of SST was to eliminate inappropriate referrals to special education.

Naturally, since its intervention/analysis approach also fit what had been a requirement for referral to special education since 1975, it also served the function of enabling referrals. The key, of course, was whether the SST members decided they had enough information to suspect whether or not a disability was the cause of the student's problem.

SST and Section 504 In 1991, the US Office of Education released a landmark memo that appropriate service for most students with ADHD was in the regular classroom, with any needed modifications for them. They stated that Section 504 of the 1973 Rehabilitation Act was the ticket to those modifications. Thus, the SST immediately became the logical vehicle to carry out the requirements of 504, since this was essentially what they were doing already.

> *History Courtesy of: Frank Y. Smith, Ed.S. Consultant, School Psychological Services Georgia Department of Education*

RTI Defined

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

"...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications of increasingly intensified services using progress monitoring data."
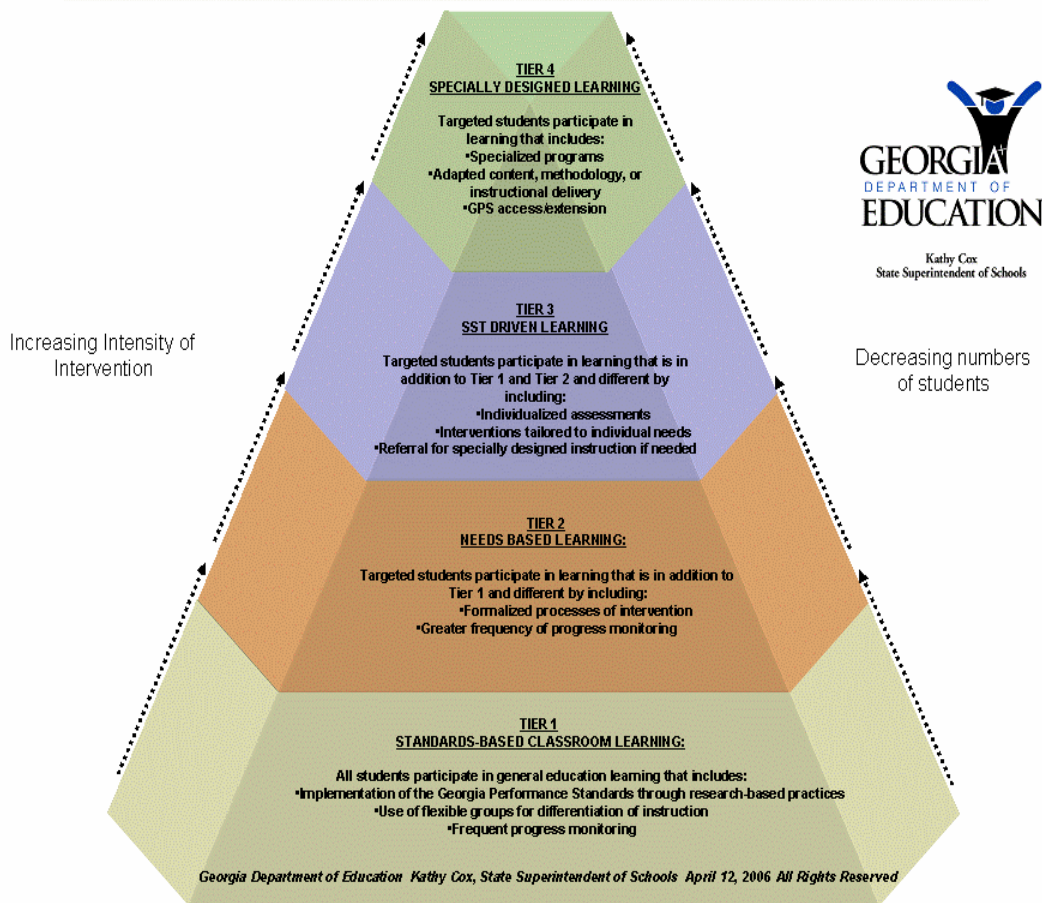
RTI is an integrated approach to service delivery that encompasses general, remedial and special education through a multi-tiered service delivery model. It utilizes a problem-solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RTI is the practice of: (a) providing high quality instruction. Intervention matched to all student's needs and (b) using learning rate over time and level of performance to make important educational decisions to guide instruction (National Association of State Directors of Special education, 2005). RTI practices are proactive, incorporating both prevention and intervention for all levels from early childhood to high school.

RTI is intended to reduce the incidence of "instructional causalities" by ensuring that students are provided high quality instruction with fidelity. By using RTI, districts can provide interventions to students as soon as a need arises. This is very different from methods associated with aptitude-achievement discrepancy models a traditionally utilized for SLD identification, which have been criticized as a "wait to fail" approach.

Response to Intervention Student Support Team (RTI/SST)

The following pyramid illustrates the process of the SST, with services beginning in the bottom tier of the pyramid, including: 1) Standards based instruction in the classroom, 2) pre-designed, organized, building-based strategies that are small group/flexible group and short-term in nature 3) individually designed interventions in the following level (SST) that lead to the discussion of research based problem solving interventions, and 4) specially designed instruction to address the child's needs. As the intensity of the interventions increases, the number of students in the process should decrease. Beyond the SST level is specially designed instruction required to meet the needs of the individual child.

GEORGIA STUDENT ACHIEVEMENT PYRAMID OF INTERVENTIONS

Increasing Intensity of Intervention

Decreasing numbers of students

TIER 4
SPECIALLY DESIGNED LEARNING

Targeted students participate in learning that includes:
•Specialized programs
•Adapted content, methodology, or instructional delivery
•GPS access/extension

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State Superintendent of Schools

TIER 3
SST DRIVEN LEARNING

Targeted students participate in learning that is in addition to Tier 1 and Tier 2 and different by including:
•Individualized assessments
•Interventions tailored to individual needs
•Referral for specially designed instruction if needed

TIER 2
NEEDS BASED LEARNING:

Targeted students participate in learning that is in addition to Tier 1 and different by including:
•Formalized processes of intervention
•Greater frequency of progress monitoring

TIER 1
STANDARDS-BASED CLASSROOM LEARNING:

All students participate in general education learning that includes:
•Implementation of the Georgia Performance Standards through research-based practices
•Use of flexible groups for differentiation of instruction
•Frequent progress monitoring

Georgia Department of Education Kathy Cox, State Superintendent of Schools April 12, 2006 All Rights Reserved

Murray County Schools
The RTI/SST Meeting Content and Core Team Members

Core Team Members

Each school will have an RTI/SST Core Team made up of the following members:
- The Principal or their designee
- The Curriculum and Instructional Facilitator
- The RTI/SST Coordinator*
- The School Psychologist Assigned to the school

RTI/SST Meetings

A minimum of three RTI/SST meeting will be required before Tier 4 services unless there is a significant and documented need meeting legal requirements for bypassing the RTI/SST process. Your assigned school psychologist will determine if conditions meeting bypass requirements are present.

Initial RTI Meeting Activities
- Invite the parent, teacher and at least one RTI Core Team member
- Complete and review background information with parent
- Review concerns regarding academic, behavioral, social or emotional progress
- Determine specific area of need (identify the problem)
- Establish needed interventions
- Determine progress monitoring schedule and who will be responsible for conducting probes (must be at least weekly monitoring)
- Record all the information
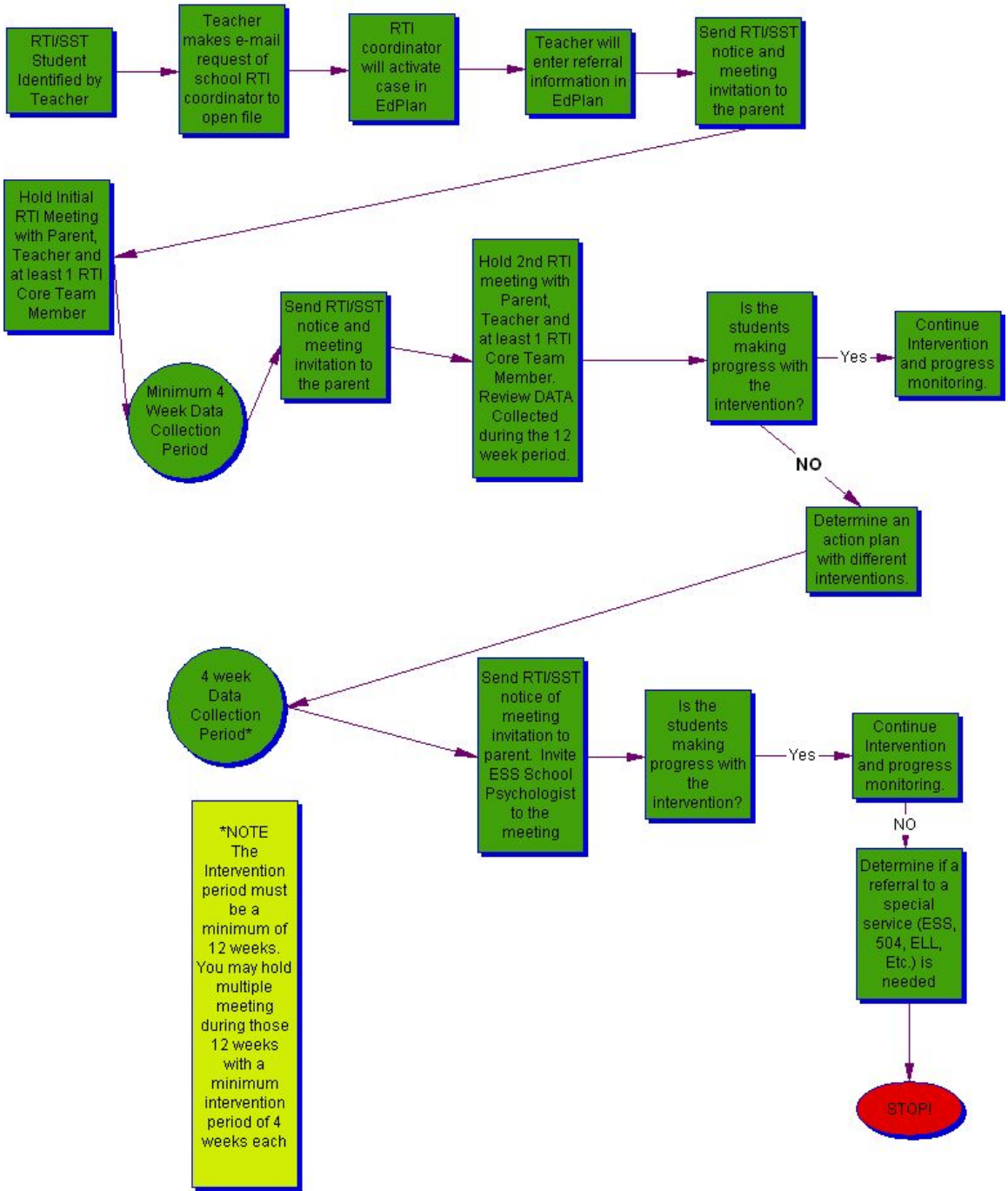
Second RTI Meeting Activities
- Invite the parent, teacher and at least one RTI Core Team member
- Review the data collection of the past 12 weeks
- Determine if the student is making progress toward meeting expectations
- Either continue with the interventions *or* select new interventions (if not responding to the first interventions)
- Determine progress monitoring schedule and who will be responsible for conducting probes (must be at least two times weekly monitoring)
- Record all the information

Third RTI Meeting Activities

- Invite the parent, teacher, and at least one RTI Core Team member. ***The school psychologist must be invited to this meeting.***
- Review all data collected in the 24 week period, testing information, background information
- Determine if the student is making progress toward meeting expectations
- Either continue with the interventions or complete referral to ESS Form 009.
- If continuing with interventions, determine progress monitoring schedule and who will be responsible for conducting probes (must be at least two times weekly monitoring)
- Record all the information

NOTE: If a student is making adequate progress at any level, they can move up and down the pyramid in a continuum of services at any time. If they make adequate progress and move from level three (SST) back to level two, the SST/RTI meeting are no longer necessary and they will be monitored by the CORE team for continued progress.

Response to Intervention Flowchart

RTI/SST Student Identified by Teacher → Teacher makes e-mail request of school RTI coordinator to open file → RTI coordinator will activate case in EdPlan → Teacher will enter referral information in EdPlan → Send RTI/SST notice and meeting invitation to the parent

Hold Initial RTI Meeting with Parent, Teacher and at least 1 RTI Core Team Member → Minimum 4 Week Data Collection Period → Send RTI/SST notice and meeting invitation to the parent → Hold 2nd RTI meeting with Parent, Teacher and at least 1 RTI Core Team Member. Review DATA Collected during the 12 week period. → Is the students making progress with the intervention? → Yes → Continue Intervention and progress monitoring.

NO → Determine an action plan with different interventions.

4 week Data Collection Period* → Send RTI/SST notice of meeting invitation to parent. Invite ESS School Psychologist to the meeting → Is the students making progress with the intervention? → Yes → Continue Intervention and progress monitoring.

NO → Determine if a referral to a special service (ESS, 504, ELL, Etc.) is needed → STOP!

*NOTE
The Intervention period must be a minimum of 12 weeks. You may hold multiple meeting during those 12 weeks with a minimum intervention period of 4 weeks each

Decision Making Along the Continuum of the Pyramid of Intervention

TIER 1

1. Universal screening or benchmarking conducted at school level
2. Evidence based curricula and strategies in place for all students and differentiation is documented by general education teachers through the general education environment
3. At risk students identified in an area of instructional delay (language, academics, behavior)
4. Any student identified as at risk is monitored for at least a grading period with progress monitoring tool or CBM in order to determine instructional effectiveness
5. Data included and analyzed by classroom general education teacher for decision making that indicates if Tier 1 universal interventions should be continued or if there is a need to proceed to the increased intensity of Tier 2 interventions

TIER 2

1. Hearing and vision screenings completed for each student requiring Tier 2 interventions
2. Parents notified that additional small group instruction may be needed for student
3. Contact parent through a conference or call and send home written documentation of the strategies that will be attempted
4. Small group instruction in addition to core curriculum provided to student for at least one grading period
5. Progress Monitoring administered at least every 2-3 weeks to determine if a change in delivery or strategy is required
6. If data after 3 progress monitoring checks indicates regression or no progress, the problem solving team of general education should meet to determine if more intensity in delivery time or instruction is required

TIER 3

1. Student remains at lowest 25% of performance in area of deficit. Additional interventions deemed necessary by teachers, parents, or others, the SST process is initiated with a referral to SST
2. Baseline and progress monitoring data from Tier 2 are analyzed to create specific goal(s) for student improvement
3. SST may determine the need for additional information on student. This may include the use or administration of informal or formal measures to gather individual data on the area of concern
4. Members of SST collaborate to identify no more than 2 specific interventions to utilize with student

            *The plan for implementation includes a timeline detailing how long the intervention will   be implemented and dates for progress monitoring

5. If the child is making progress using the SST interventions, the interventions are continued for a minimum of 12 weeks. If progress toward goal is minimal, SST members will revise or change the intervention

            *The intervention plan should be implemented for at least 4 weeks before changes are made

            *If the intervention plan is successful, the SST will create a plan for reducing the level of support needed by the child to the Tier 2 level. This plan should include a realistic timeframe for accomplishing this goal

6. The SST may make a referral to special education (tier 4) if the intervention plan and its revisions are not successful in helping the child meet the goals identified by the SST

Initial RTI Meeting Agenda

I. Introductions
    A. Appoint a record keeper
    B. Appoint a meeting Chairperson
II. Establish an End Time for Meeting
III. Purpose of the Meeting Discussed
    A. Describe academic/behavior problem
    B. Present Baseline Data for each area
IV. Discuss the appropriate academic/behavior grade level expectation
V. Discuss any other factors contributing to difficulties (home, social)
VI. Develop Strategies
    A. Identify reasonable short term goal to reach identified standard
    B. Review Research Based Interventions available
    C. Select Intervention(s)
    D. Determine schedule of intervention
    E. Determine who will be responsible for conducting the intervention
    F. Determine the assessment used to progress monitor
VII. Schedule a Follow Up meeting Date and Time
VIII. Dismiss

Follow Up RTI Meeting Agenda

I. Introductions

    A. Appoint a record keeper

    B. Appoint a meeting Chairperson

II. Establish an End Time for Meeting

III. Purpose of the Meeting Discussed

    A. Review Target Academic/ Behavior/ Speech Problem

    B. Review Baseline Data Recorded in Previous Meeting

    C. Provide Data Collected Since the Last Meeting

IV. Determine if Previous Short Term Goal was Met

    A. If Goal WAS Met: Continue and Increase the Goal

    B. If Goal WAS NOT Met: Change Intervention or Goal

        i. Identify a Reasonable Short Term Goal

        ii. Review Interventions Available

        iii. Identify Intervention to be Used

        iv. Identify Who Will Deliver Intervention

        v. Identify the Schedule of the Intervention

        vi. Identify Assessment Measure and Schedule

V. Schedule Follow Up Meeting Date and Time

VI. Dismiss

Response to Intervention Checklist
(Tier III)

This checklist serves as a guide to completing the Response to Intervention process. This checklist is a guide and may not be all inclusive for all RTI/ SST cases.

_ _ _ _ _ 1. Teacher notifies the school RTI coordinator <u>by email</u> that there is a need to open an RTI/ SST case for an unresolved academic or behavioral problem

_ _ _ _ _ 2. RTI coordinator activates the RTI file on EdPlan and provides the teacher with the Background Information Form

_ _ _ _ _ 3. The Teacher will go into EdPlan and create the Initial Parent Invitation Letter

_ _ _ _ _ 4. Teacher mails or sends home the Parent Invitation Letter
    _ _ _ _ _ Date Mailed: _ _ _ _/ _ _ _ _/ _ _ _ _

_ _ _ _ _ 5. Initial SST meeting held with the teacher, the parent, and at least one *Core Team* member
    _ _ _ _ _ Date Meeting Held: _ _ _ _/ _ _ _ _/ _ _ _ _ _
    _ _ _ _ _ Reviewed Background Information Form
    _ _ _ _ _ Baseline DATA reviewed
    _ _ _ _ _ Developed Interventions to address individual student needs
    _ _ _ _ _ Cumulative Records Reviewed
    _ _ _ _ _ Social or Home issues related discussed

_ _ _ _ _ 6. Interventions implemented with fidelity and progress monitored regularly

_ _ _ _ _ 7. Follow up RTI meeting scheduled
    _ _ _ _ _ Parent Invitation sent home or mailed _ _ _ _/ _ _ _ _/ _ _ _ _

_ _ _ _ _ 8. Follow up RTI meeting held
    _ _ _ _ _ Date Meeting Held: _ _ _ _/ _ _ _ _/ _ _ _ _
    _ _ _ _ _ Review DATA from progress monitoring plan
    _ _ _ _ _ If progress *is* being made continue with intervention and set a new goal
    _ _ _ _ _ If progress *is not* being made review other interventions and create new intervention and progress monitoring plan with a new schedule
(Interventions must be delivered for a minimum of 12 weeks. Multiple meetings may be held to review and adjust goals and interventions during those 12 weeks as deemed appropriate for the student by the RTI team.)
_ _ _ _ _ 9. Conduct additional RTI meeting as needed following steps 7 and 8 above.

_ _ _ _ _ 10. If the student is not making adequate progress and a disability is suspected, the RTI coordinator will contact the school psychologist to arrange attendance at a one of the above follow up meetings to determine is a referral for a 504, or a special education evaluation is needed to address the student's continuing lack of progress.

Response to Intervention Checklist: Speech Only (Tier III)

This checklist serves as a guide to completing the Response to Intervention process. This checklist is a guide and may not be all inclusive for all RTI/SST cases. This checklist is to be used for student that are being monitored for **SPEECH ONLY.**

_____ 1. Teacher notifies the school RTI coordinator <u>by email</u> that there is a need to open an RTI/SST case for an unresolved speech or language issue

        _____ Hearing and Vision screening is requested

        _____ Date passed ____/____/____

_____ 2. RTI coordinator activates the RTI file on EdPlan and provides the teacher with the Background Information Form

_____ 3. Teacher will go into EdPlan and create the Initial Parent Invitation Letter

_____ 4. Teacher mails or sends home the Parent Invitation Letter

        _____ Date Mailed: ____/____/____

_____ 5. Teacher holds initial RTI meting with Core Team member and parent

        _____ Date Meeting Held ____/____/____

        _____ Review classroom performance as related to suspected speech/language problem

        _____ Review Baseline Data

        _____ Select Target Skill(s)

        _____ Review interventions specifically related to student's speech issue (SLP interventions sheet)

        _____ Select interventions

        _____ Select schedule of interventions

        _____ Select progress monitoring assessment and schedule

_____6. Interventions implemented with fidelity and progress monitored regularly

_____ 7. Follow up RTI meeting scheduled

        _____ Parent Invitation sent home or mailed ____/____/____

_____ 8. Follow up RTI meeting held

        _____ Date Meeting Held: ____/____/____

        _____ Review DATA from progress monitoring plan

        _____ If progress *is* being made continue with intervention and set a new goal

        _____ If progress *is not* being made review other interventions and create new intervention and progress monitoring plan with a new schedule

(Interventions must be delivered for a minimum of 12 weeks. Multiple meetings may be held to review and adjust goals and interventions during those 12 weeks as deemed appropriate for the student by the RTI team.)

_____ 9. Conduct additional RTI meeting as needed following steps 7 and 8 above.

_____ 10. If the student is not making adequate progress and a disability is suspected, the RTI coordinator will contact the speech therapist to arrange attendance at a one of the above follow up meetings to determine if a special education evaluation is needed to address the student's continuing lack of progress.

FUNCTIONAL BEHAVIORAL ASSESSMENT
PERMISSION TO ASSESS

Date:_____

Student's Name:_____DOB_____SSN:_____

School:_____**Grade:**_____
Parent/Guardian:_____**Phone:W/H**_____
Address:_____
City:_____**State:**_____**ZIP:**_____

Your child,_____**has been referred for a functional behavioral assessment to be used in developing a behavioral plan, should one be needed.**

Name:_____ **Position:**_____

 We believe that an assessment of your child is needed for educational planning. The evaluator(s) who work with your child may use the following:

* Social History   ***Interviews**   ***Behavioral Checklists**
* Observation   ***Review of Records**   ***Other**_____
* Differential Test   *** SAED(Scale to Access Emotional Disturbance)**

Within 30 school days following the assessment, you will be given the opportunity to discuss the results with someone knowledgeable about the assessment.

Signed_____**Title**_____

Please check one:
_____**I agree for the Murray County School System to conduct a Functional Behavioral Assessment on my child.**
_____**I do not agree for the following reasons:**_____
_____

Please check one:
_____**I have received a copy of my parental rights.**
_____**No, I did not receive a copy of my parental rights**

Parent/Guardian:_____

EXCEPTIONAL STUDENTS DEPARTMENT
EDUCATIONAL/BEHAVIORAL SPECIALIST SERVICES
Tier III
REFERRAL

Student: _ Date: _ _ _ _ _ _ _ _ _ _ _ _ _

Date of Birth: _____ **Grade:** _____

Referring Teacher: _____ **School:** _____

Reason For Referral: _____

_____

_____

Is the student enrolled in Special Education? _____YES _____NO

Does the student have an SST File? _____YES _____NO

Does the student have a 504 Plan? _____YES _____NO

PLEASE INCLUDE THE FOLLOWING WITH THIS REFERRAL;
_____ **Signed Parent Permission to Observe** form…

_____ **Copy of student's Emergency Card (Updated)**

_____ **Behavior Intervention Plan (if in place…)**

_____ **Documentation of intervention strategies (Ten school days on separate sheets)**

_____ **Documentation of missed instructional times that have resulted in Disciplinary action**

Principal:_ _

STUDENT SUPPORT TEAM BEHAVIOR INTERVENTION
<u>DOCUMENTATION</u>

Student's Name: _____Completed by: _____

Day/Date: _____

Please use the bottom table to document behavior activity. If possible, use one sheet, per day, for the 10 days of documentation.

Antecedent	Behavior	Consequences	Function
<u>**1.**</u>	<u>**1.**</u>	<u>**1.**</u>	<u>**1.**</u>
<u>**2.**</u>	<u>**2.**</u>	<u>**2.**</u>	<u>**2.**</u>
<u>**3.**</u>	<u>**3.**</u>	<u>**3.**</u>	<u>**3.**</u>
<u>**4.**</u>	<u>**4.**</u>	<u>**4.**</u>	<u>**4.**</u>
<u>**5.**</u>	<u>**5.**</u>	<u>**5.**</u>	<u>**5.**</u>
<u>**6.**</u>	<u>**6.**</u>	<u>**6.**</u>	<u>**6.**</u>
<u>**7.**</u>	<u>**7.**</u>	<u>**7.**</u>	<u>**7.**</u>
<u>**Examples**</u>: • **unstructured time in…** • **when given a verbal direction to…** • **when in proximity to…** • **when able to…** • **figeting, moving, rocking**	<u>**Examples:**</u> • **not following directions** • **accepting feedback** • **accepting "no"** • **getting teacher attention** • **making request** • **disagree appropriately** • **giving criticism** • **greeting others** •	<u>**Examples:**</u> • **teacher attention** • **verbal warning** • **loss of privilege** • **peer attention** • **time out (when, where?)** • **removal from class** • **ISS (how long?)** • **detention**	<u>**Examples:**</u> • **escape/avoid** • **seek attention** • **express anger** • **revenge** • **seek/power/control** • **intimidate** • **sensory** • **relief of fear/anxie**ty

Murray County Schools
Suggested Speech Interventions
(Tier III)

Student:_____ DOB:_____ Age:_____

Grade:_____ Teacher:_____

Describe the problems the student is experiencing in the classroom with regards to speech and Language (to be provided to speech teacher before 1st RTI meeting):

_____
_____
_____
_____
_____

See suggested modifications below:

☐ Be aware of the student's errors and what is expected for their age (See age chart)	**G:** ☐ Tell child to use voice
☐ Model correct articulation (If the student says "Dere a Tat", you respond by saying, "Yes there's a cat"	**K&G:** ☐ Have child tilt head back and try sounds ☐ Back of tongue is up
☐ Know how to make sounds yourself so that specific prompts and cues can be given during reading	**S&Z :** ☐ Tell child to use voice for /z/. ☐ Tell the child to place both teeth together ☐ Ask the child to smile ☐ Tell the child to place the tongue up behind the front teeth ☐ Tell the child to push air from the two front teeth
☐ Have child use voice	**R:** ☐ Tell the child that the sides of the tongue must press against the back teeth or molars ☐ Tell the child to smile
F&V: ☐ Place upper teeth on bottom lip ☐ Blow air	**L, T, D:** ☐ Tell the child to open the mouth ☐ Identify the tongue tip and the ridge right behind the top front teeth ☐ Tell the child to put the tongue tip to the top of mouth behind teeth
☐ Ask the student to slow down if necessary	**L&D:** ☐ Tell child to use voice
☐ Exaggerate the target sound when reading, talking, or playing with the student	☐ Speak in short, simple and positively phrased sentences
☐ Avoid forcing the child to say the word over and over and do not tell the student that he is hard to understand.	☐ Pause between sentences

☐ Do not say "No, that's not how you say it"	☐ Allow sufficient time for the student to formulate a response while maintaining eye contact
☐ Restate response	☐ Provide "cloze" phrases (e.g., you have a fork, but for ice cream, you need a _____)
☐ Offer choice verbally and visually (Would you like the pen or the pencil?)	☐ Respond promptly to requests that are stated verbally
☐ Model verbal requests for incomplete communication attempts	☐ Explicitly model and encourage use of pragmatic language skills (greetings, turn and leave taking)
☐ Positively reinforce appropriate use of eye during verbal exchanges	☐ Maintain consistent expectations for communication behaviors and reinforce frequently with verbal praise
☐ Don't finish student's sentences.	☐ Wait patiently for student to finish
☐ Obtain student's full attention prior to giving verb instructions	

Results after modification period:

_____
_____
_____
_____
_____
_____
_____
_____

Additional Therapist suggestions:

_____
_____
_____
_____
_____
_____
_____

Results:

_____
_____
_____