

THE WEST CLERMONT RESPONSE TO INTERVENTION PROCESS

West Clermont Intervention Process is built upon research-based practices related to collaborative problem solving and intervention design. The section that follows describes the steps and forms used within the process.

This process is recommended as a means to develop appropriate intervention plans to increase the adjustment and achievement of students who are struggling within West Clermont Schools.

Interventions are not a courtesy extended to students; they are a student right.

OBJECTIVES

1. Identify goals of West Clermont's Intervention Process.
2. Identify the three Tiers of intervention intensity as defined by West Clermont.
3. Identify key questions to ask in using response to intervention data in eligibility decisions for special education.
4. Use the "RTI Documentation Forms" to record the five steps of problem solving on any given case.

Problem Solving Process

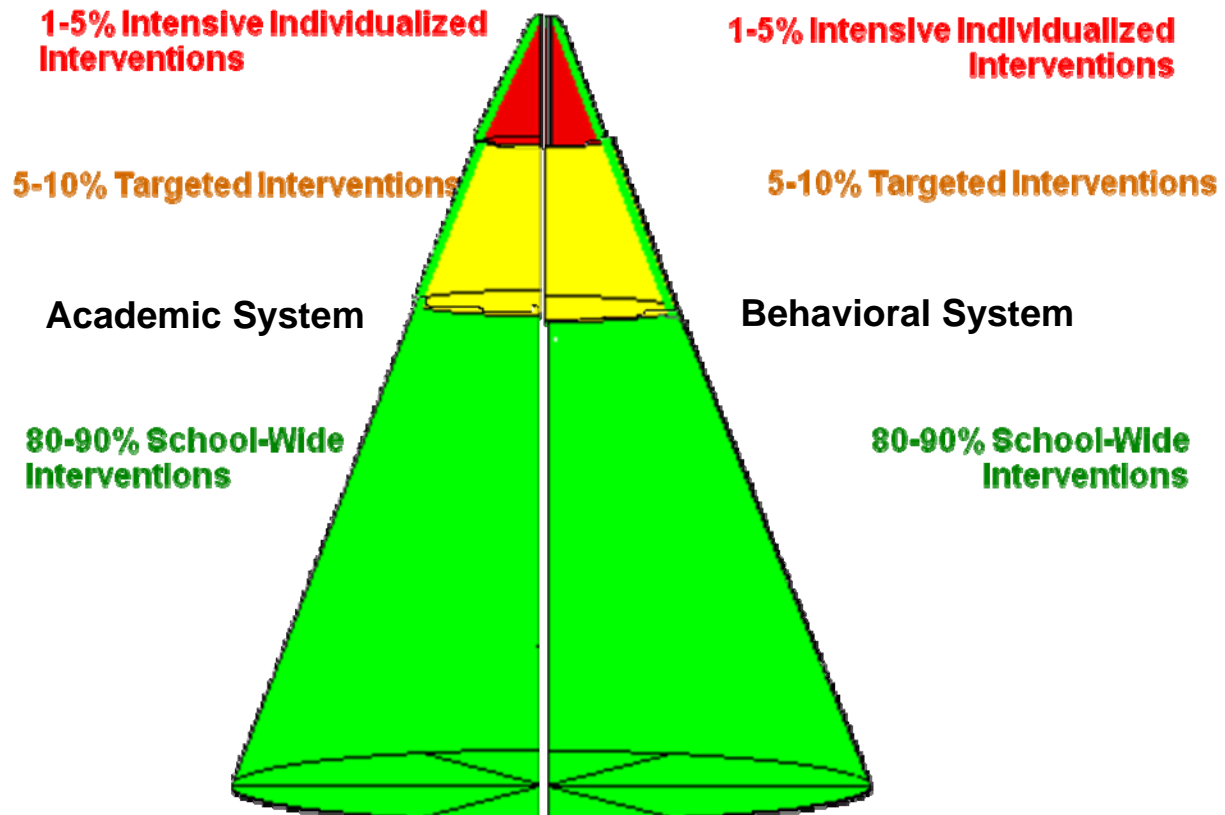
1. ? Problem Identification
2. ? Problem Analysis
3. ? Goal Setting
4. ? Plan Development and Implementation
5. ? Plan Evaluation
6. ? Recycle the Process

Goal of West Clermont's Intervention Process

Collaborative Problem Solving with a PREVENTION Focus

The district and each individual school will focus on an integrated systems approach for preventing academic and behavioral concerns by combining best practices in curriculum and instruction with positive behavior supports for student behavior. The collaborative Problem Solving process should first be used in designing a strong Continuous Improvement Plan with the goal of attaining the following pyramid structure. Each school will include RTI actions in their School Improvement Plan (SIP), determining a building area of concern (step 1), analyzing potential barriers for system change (step 2), setting system goals (step 3), planning and implementing large-scale interventions (step 4), and evaluating system-level changes affecting student performance and outcomes (step 5). When the school's RTI system is effectively functioning, a smaller percentage of resources and supports will need to be allocated to individual problem solving.

- **CORE Instruction – Tier 1**
80-90% of all students should achieve academic and behavioral expectations with school-wide interventions in place (regular curriculum, instruction, and behavioral expectations).
- **Supplementary Instruction – Tier 2**
5-15% of all students should achieve academic and behavioral expectations with targeted interventions in place (intervention services).
- **Intensive Instruction – Tier 3**
1-5% of all students should achieve academic and behavioral expectations with intensive individualized interventions in place (including special education services).



Goal of West Clermont’s Intervention Process: Collaborative Problem Solving with an INTERVENTION Focus

The intervention process is used to resolve individual student concerns. The collaborative Problem Solving process is used to improve a student’s academic, behavioral, social or emotional skills and knowledge. With West Clermont’s Intervention Process, the following levels of intervention support are used when an initial concern arises with a student.

West Clermont’s intervention process focuses on a model of increasing intensity of sequential intervention trials that builds in intensity moving across a continuum of “Tiers.” This model ensures that students are provided the most effective interventions in the least restrictive environment. Below is a possible description of the 3 Tier Model.

3 Tier Response to Intervention Model

Tier: (interventions are cumulative across tiers)	Who might be involved with problem solving at this level?	What are effective components at this Tier?	Where might the interventions take place?	Interventions may include, but are not limited to:
Tier I Core Instruction	<ul style="list-style-type: none"> regular education teacher and parents (could receive consultation support at this tier) 	<ul style="list-style-type: none"> scientifically proven school-wide core curricula and instruction, positive behavior support system for all students School-side standardized continuous progress monitoring system (monthly to quarterly) 	<ul style="list-style-type: none"> regular education classroom 	<ul style="list-style-type: none"> supplemental programs to the core curriculum Read Well Everyday Math Study Island Read Naturally Rewards Fast Math 6 Minute Solution
Tier II Supplementary Instruction	<ul style="list-style-type: none"> regular education teacher and parents, and case manager (possible problem-solving team at this tier) 	<ul style="list-style-type: none"> increase level of problem solving more frequent progress monitoring (weekly to bi-weekly data collection) 	<ul style="list-style-type: none"> small group setting 	<ul style="list-style-type: none"> Corrective Reading group Social skills group Read 180 Rave-0
Tier III Intensive Instruction	<ul style="list-style-type: none"> problem solving team teacher parent case manager administrative representative support staff, SLP, Spec. Ed. Tech, OT 	<ul style="list-style-type: none"> systematic Problem Solving frequent progress monitoring (weekly to daily) 	<ul style="list-style-type: none"> individual intervention 	<ul style="list-style-type: none"> one-on-one intensive reading intervention one-one-one behavior management plan Read 180 Rave-0 Read Naturally Corrective Reading OGT Prep Credit Recovery

What happens when our student is not making progress?

For some students, interventions will need to be intensified and supports will need to be increased. Teachers and parents will work through the problem-solving steps multiple times for the students having severe academic and/or behavioral concerns. Teachers and parents will proceed, with collaborative assistance, through the levels of intervention support. In this process, the student's intervention plan will continually intensify

How do students qualify for special education services using the collaborative Problem Solving process and using intervention data?

In addition to information gathered by an Evaluation Team, eligibility would be determined based on the student's response to intervention and the intensity of the intervention. This response to intervention is required by the state of Ohio as well as our district's CCIP.

Data Required When Making Eligibility Decisions:

1. Frequent and reliable data to support a discrepancy between the educational performance of the student and the expectations of the typical performance of peers in curriculum content areas.
2. Data to indicate improved skills or behavior that could not be the result of interventions that are naturally attainable or sustainable within the regular educational environment.

Questions Specific to Response to Intervention Data In the Process for Determining Eligibility for Special Education

(Special thanks to the CRES/SST 13 for these guiding questions)

1. Is there a significant discrepancy, with data, between the student's level of academic skill and the expectations of same aged peers?
2. Is there a significant discrepancy, with data, between the student's rate of academic progress and the expectations of same aged peers?
3. Do you have evidence of successively increasing intensity of interventions and their effect on progress relative to typical peers?
4. Are the interventions "specially designed instruction"? Are they unique and intense in nature? Unique can be judged by interventions that require increased:
 - a. Personnel
 - b. Time
 - c. Instructional materials
 - d. Equipment
 - e. Instructional methods
 - f. Services
 - g. Environmental/physical adaptation
5. Based on intervention data, is it reasonable to determine that the student will continue to need support for a substantial period of time to maintain progress?
6. Did the interventions lead to meeting or exceeding specified goal(s), OR did interventions result in satisfactory progress toward goal attainment?
7. What documentation do you have to show that the initial intervention was implemented in the general education classroom by the general education teacher?
8. Was the problem-solving team's decision to move to more intensive interventions supported by data about the effectiveness of less intrusive and more natural interventions?
9. How have you assured that the intervention(s) have been implemented as designed (treatment integrity)?



RTI Automatic Intervention Elementary Form (Tier 2)

Grade Level: _____

SCHOOL: AE BE CE HH ME SE WV WT

Student's Name:	Date of Birth:
Student's Legal Guardian:	Phone (home): (work):
Address:	

STEP 2. INSTRUCTIONAL SUPPORT FOR STUDENTS NOT ACHIEVING THE SCREENING GOAL (TIER 2)

Start date:	Taught by:	Name of Intervention:	How often:
		<i>Description must be attached</i>	____ Days per Week ____ Minutes per Session

How will we measure progress?		
<p>Who will assess? (circle one)</p> <p>Teacher</p> <p>Paraprofessional</p> <p>Other:</p> <p>Frequency of Assessment: Students in Tier 2 support will have data collected for their target skill at least once every two weeks.</p>	<p>Why this intervention, and for what skill? Automatic Tier 2 supports are implemented and documented when a screening tool indicates the student is within the lowest 20% of their grade level for an academic skill (or the highest 20% for behavioral problems), and IF the reason is not due to inadequate Tier 1 instruction, poor attendance, poor vision, or poor hearing,</p> <p>A Universal Screening Tool indicates this child needs support for the following skill:</p> <p><input type="checkbox"/> Initial Sound Fluency <input type="checkbox"/> Phoneme Segmentation Fluency <input type="checkbox"/> Letter Naming Fluency <input type="checkbox"/> Letter Sound Accuracy <input type="checkbox"/> Nonsense Word Fluency <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> # of Refocus Assignments/Month <input type="checkbox"/> # of Office Referrals/Month <input type="checkbox"/> Specific Teacher-Designed Behavioral Measure (<i>describe</i>): <input type="checkbox"/> Specific Math Skill (List/describe): <input type="checkbox"/> Other (describe)</p>	<p>List Student's pre-intervention data:</p> <p>Baseline 1: (Date 1: _____)</p> <p>Baseline 2: (Date:2 _____)</p> <p>Baseline 3: (Date: 3 _____)</p> <p>What is the student's goal? By _____ (date), the student will (explain):</p>

Evaluation of Support - Did the Student Improve? Before evaluation can occur, the intervention must have been implemented for at least 10 weeks and the student graph should have at least 5 progress monitoring data points.

What research supports the effectiveness of this intervention? (List citation)

Were the strategies implemented as planned? Yes No If no, indicate why and how plans were modified:

The student attended ____ **intervention sessions out of the possible** ____ **sessions.** Reasons for missed sessions:

Attach graph of results: Is there enough data to support decision making questions below? Yes No

Review the data and make problem-solving decisions:

Goal met or exceeded (3 consecutive data points above aimline or 2 consecutive data points at the goal).
 Discontinue intervention Raise goal Move to another concern area Other:

Goal not met, but performance improved.
 Continue for longer time period Modify intervention Lower goal Other:

Goal not met and performance did not improve or got worse (3 consecutive data points below aimline).
 Continue for longer time period with modifications Choose a different automatic intervention group
 Contact Intervention Case Manager to consider Individual Student Problem Solving

Briefly explain the reasoning for the decision marked above and any other further steps: (use reverse side or attach)

Signatures of persons developing and implementing the above Action Plan:			
Parent:	Teacher:	Other:	Other:

Date:

Grade Level:

Secondary Level (Tier 2)

SCHOOL: AE AMS AHS BE CE GMS GHS HH ME SE WV WT
Small School: BAT CTS IB MAST SAS SSS WECIPA WS

Student's Name:	Date of Birth:	
Student's Legal Guardian:	Phone (home):	(work):
Address:		

STEP 2. INSTRUCTIONAL SUPPORT FOR STUDENTS NOT ACHIEVING THE SCREENING GOAL (TIER 2)



Start date:	Taught by:	What:	How often:

How will we measure progress?

What will be assessed and when?	Who will assess?	Student's pre-intervention data:	What is the student's goal? By _____, the student will _____.
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Evaluation of Support - Did the Student Improve?

Before evaluation can occur, the intervention must have been implemented for at least 10 weeks and the student graph should have at least 5 progress monitoring data points.

Was the instructional support research-based? Yes No If not, indicate why:

Were the strategies implemented as planned? Yes No If not, indicate why:

List recent data results with dates (or attach graph):

The student attended ___ intervention sessions out of the possible ___ sessions. Reasons for missed sessions:

Review the data and make problem-solving decisions:

- Goal met or exceeded (3 consecutive data points above aimline or 2 consecutive data points at the goal).
 - Discontinue intervention Raise goal Move to another concern area
 - Other:
- Goal not met, but performance improved.
 - Continue for longer time period Modify intervention Lower goal
 - Other:
- Goal not met and performance did not improve or got worse (3 consecutive data points below aimline).
 - Continue for longer time period Modify intervention
 - Contact Intervention Case Manager to consider Individual Student Problem Solving

Next Steps:

Signatures of persons developing and implementing the above Action Plan:

Parent:	Teacher:	Other:	Other:
Other:	Other:	Other:	Other:




West Clermont
Local School District

Student ID#: _____
Grade Level: _____

***RTI Student Documentation
Form for Intervention Services
(Tier 3)***

Date: _____

SCHOOL: AE AMS AHS BE CE GMS GHS HH ME SE WV WT
Small School: BAT CTS IB MAST SAS SSS WECIPA WS

Student's Name:		Date of Birth:	
Student's Legal Guardian:		Phone (home):	(work):
Address:			
STEP 3: INDIVIDUAL STUDENT PROBLEM SOLVING WITH SUPPORT STAFF (TIER 3)			
<p>To move to Step 3, all of the following items must be checked:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Permission from the parent to hold a problem solving meeting with the Case Manager. <input type="checkbox"/> Step 2 Form and Evaluation section completed. <input type="checkbox"/> Progress monitoring graph having at least 5 data points, goal line, and aim line. <input type="checkbox"/> Student data is consistently below the aim line and significantly below peers. <input type="checkbox"/> Background information has been documented, including attendance, vision/hearing screening, school history. 			
Case Manager:		Date of Team Meeting:	
Student Strengths: ● ● ● ● ●		Concerns (Prioritize from 1-5): – you don't need to have 5 ① ② ③ ④ ⑤	
PROBLEM IDENTIFICATION ?			
What is the prioritized area of concern? Remember to select a "keystone behavior" that may impact other problem behaviors.			

PROBLEM ANALYSIS

Antecedents (What happens before the problem?)

- Teacher request
- Difficult task
- Unstructured time (hallways, group work)
- Seat work
- Large group instruction
- Unclear on Expectation
- Other:

Consequences (What happens after the problem?)

- Attention from Adult
- Attention from Peer
- Escape-Avoidance from work
- Other:

And/or Academic Reasons

- Needs to Acquire a Skill
- Needs to Build Fluency with a Skill

INTERVENTION IMPLEMENTATION

Intervention # _____

Intervention Strategy: _____

Date Started: _____ **Time: # Days Per Week:** ____ **# Minutes Per Time:** ____

Person(s) Responsible: Teacher Parent Student Other: _____

Location: In Classroom Outside Classroom (where?): _____ **Delivery:** Small Group Individual

Special Materials:

Brief Description:

see attached script

Accommodations and Modifications:

How will we measure progress?

What will be assessed?

Who will assess?

How often will assessments occur?

What is the student's goal?

By _____, the student will _____

INTERVENTION EVALUATION

Date:

Results:

Was the intervention plan implemented as planned? Yes No If not, indicate why:

The student attended ___ intervention sessions out of the possible ___ sessions. Reasons for missed sessions:

Review the graphed data and make problem-solving decisions:

- Goal met or exceeded (3 consecutive data points above aimline or 2 consecutive data points at the goal):
 - Fade intervention Discontinue intervention Raise goal Move to another concern area
 - Other:
- Goal not met, but performance improved:
 - Continue for longer time period Modify intervention (attach new page of this page) Lower goal
 - Other:
- Goal not met and performance did not improve or got worse (3 consecutive points below aimline):
 - Continue for longer time period Modify intervention Revise intervention plan with Special Education Teacher and/or Behavior Support Specialist (attach new page of this page)
- Referral for special education services. Need evidence that specialized, intensive resources were required to produce positive progress, and the discrepancy between student performance and grade-level benchmarks is significant.
- Other:

See Attached Graph

Meeting Notes:

Signatures of persons developing and implementing the above Action Plan:

Parent:	Teacher:	Other:	Other:
Parent signature indicates permission for the individualized strategies to be implemented.	Other:	Other:	Other: