



# **Response to Intervention (RtI) Guidance Document**

Seguin ISD

Updated 2015-2016

\* For the most recent version of the Guidance Document, see the Teacher Resources section in the Response to Intervention (RtI) page of the Curriculum and Instruction Department's website ([click here](#)).

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# Introduction

The purpose of this document is to provide an overview for Response to Intervention (RtI) practices in Seguin ISD and explain the essential components of RtI. This RtI guidance document is designed to assist campus administrators and teachers in understanding RtI, its origins in educational practice and research, its usefulness and value, and how it can be implemented. It is not intended to be a substitute for training but rather is intended to increase understanding of the various aspects of RtI.

## *Why RtI?*

RtI is built on the idea of intervening early to prevent failure and to maximize the effectiveness of grade level curriculum and instruction. It is not an initiative or program, but rather a framework for providing high quality curriculum and instruction to all students and intervention support for some students. The National Center on Response to Intervention (NCRTI) believes that comprehensive RtI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

# What is Response to Intervention (RtI)?

*The mission of Response to Intervention is to ensure academic and behavioral success for all students by providing systematic, evidence-based interventions through a student-centered problem-solving process in the general education classroom.*

Response to Intervention (RtI) is a process for ensuring academic and behavioral success for all students by tailoring instruction to meet individual student needs through:

- a. school-wide screening to identify students in need of academic, behavioral, and/or speech interventions;
- b. research-based instruction and interventions provided by highly qualified teachers;
- c. systematic, frequent progress monitoring and data-driven decision-making; and
- d. a layered system of interventions which increase in intensity in response to student needs.

With RtI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. Data-based decision making is the essence of good RtI practice.

## *RtI Background*

RtI is part of a larger effort to improve access to educational opportunities for all students. Furthermore, the RtI process has been supported by federal legislation that was passed in an effort to reduce the number of students receiving special education services.

One major piece of federal legislation that supports the Response to Intervention process is the Individuals with Disabilities Education Act (IDEA). The law states that "in making a determination of eligibility under paragraph (4)(A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is--

- (A) lack of appropriate instruction in reading, including in the essential components of reading instruction;
- (B) lack of instruction in math; or
- (C) limited English proficiency" [SEC 614 (5)].

IDEA (2004) additionally requires, "when determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to a scientific, research-based intervention as part of the evaluation procedures" [SEC 614 (6B)].

Response to intervention practice is an important part of the documentation and implementation of the intervention.

Another federal law that supports the practice of Response to Intervention is the No Child Left Behind Act (NCLB) passed in 2001. This legislation focuses heavily on the use of research-based instruction and intervention in the general education classroom. Furthermore, the increased focus on accountability that resulted from NCLB has led to an emphasis on the use of data in monitoring student progress and making decisions regarding instruction and intervention.

Furthermore, under Texas law, the Texas Education Administration (TEA) provides provisions for limiting the referral of students for consideration for special education services. The Texas Administrative Code states:

*Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation (19 TAC §89.1011).*

Finally, Seguin ISD recognizes that a student's response to or success with instruction and interventions received across the levels of Response to Intervention (RtI) should be part of a process of comprehensive evaluation for a possible disability.

## Figure 1: Essential Components of RtI Overview

### Multi-Tiered System of Support

- A system that includes three levels of intensity, or three levels of prevention, which represents a continuum of support
- Traditionally, a pyramid model is used to illustrate this continuum of support for both academic and behavioral systems
- The number of students served decreases as you move up the tiers
- The intensity of support increases as you move up the tiers

### Universal Screening

- **Purpose:** Identify students who are at risk of poor learning outcomes
- **Focus:** All students
- **Tools:** Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral problems
- **Timeframe:** Administered more than one time per year - e.g. beginning of year (BOY), middle of year (MOY), end of year (EOY)

### Progress Monitoring

- **Purpose:** Monitor student's response to intervention in order to estimate rates of improvement, identify students who are not making adequate progress, and compare the efficacy of different forms of instruction
- **Focus:** Students identified through screening as at risk for poor learning outcomes
- **Tools:** Brief assessments that are valid, reliable, and evidence-based
- **Timeframe:** Students are assessed at regular intervals – e.g. weekly, biweekly, monthly

### Data-Based Decision Making

- Data analysis is at all levels of RtI implementation as well as all levels of prevention
- Establish routines and procedures for making decisions
- Explicit decision rules for assessing student progress
- Data is used to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies

Adapted from *National Center on Response to Intervention: What is RtI?*

# Essential Components of Response to Intervention

There are four essential components of Response to Intervention (RtI): (1) a school-wide, multi-tiered instructional and behavioral system for preventing school failure, (2) universal screening, (3) progress monitoring, (4) data-based decision making for instruction and movement within the multi-tiered system. Each of these four components is described below, along with district guidelines for each component.

## *Multi-Tiered System of Support*

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Traditionally, a pyramid model is used to illustrate this continuum of support (see Figure 2). The pyramid model also illustrates two important aspects of the multi-tiered system of support: (1) the number of students served decreases as you move up the tiers and (2) the intensity of support increases as you move up the tiers. Each tier is described below and applies to both academic and behavioral systems.

### **Tier 1: Core Instructional Interventions**

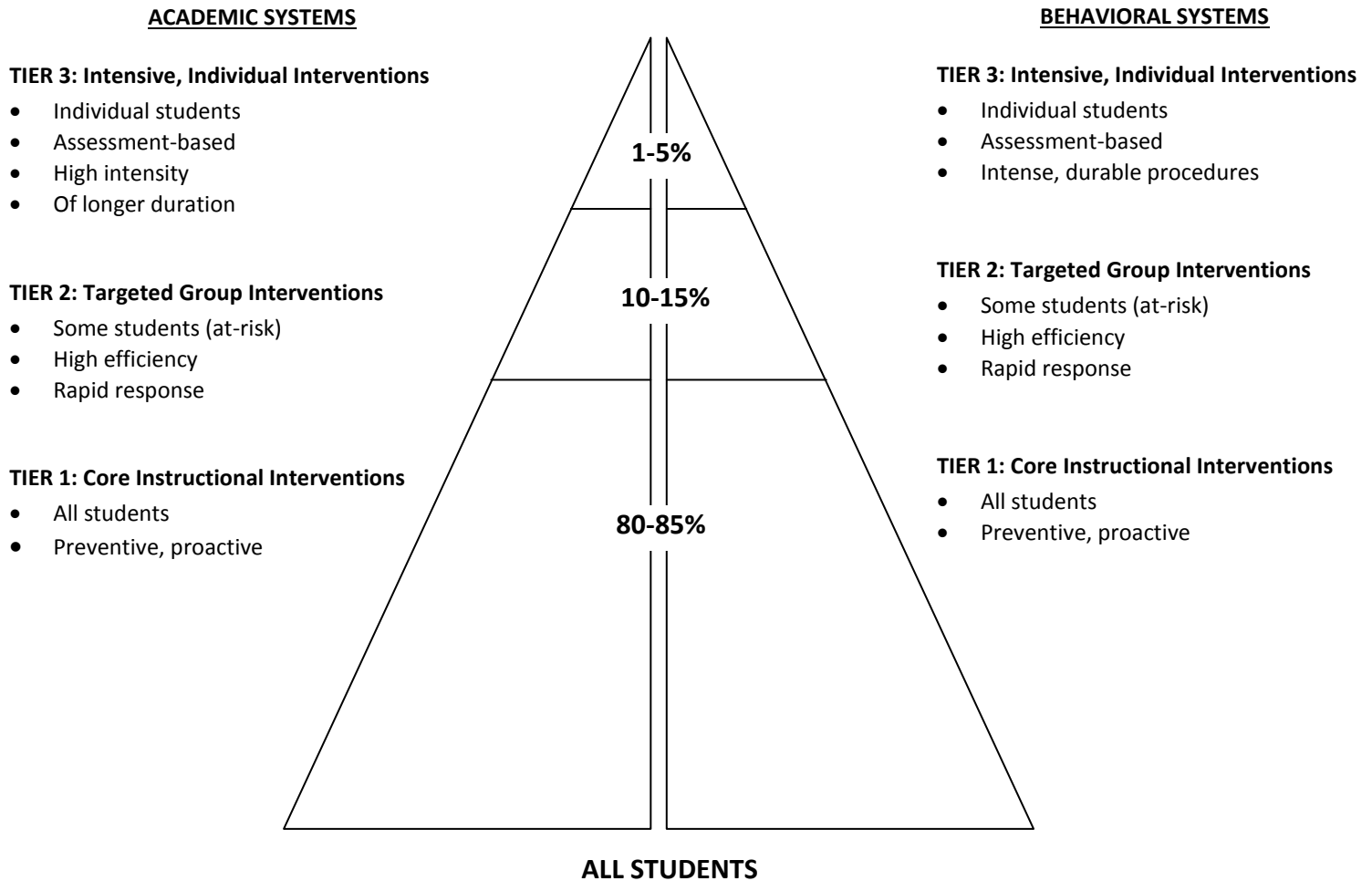
The classroom teacher provides high-quality instructional and behavioral supports for all students in the general education classroom. Multiple sources of data are monitored by the classroom teacher and campus principal, including ongoing assessments and universal screening data.

For more information and resources, see Appendix A: Tier 1 Models for Academic and Behavior Systems and Appendix B: Intervention Resource Guides for Mathematics, ELA, and Behavior Systems.

*Academic Systems:* The classroom teacher provides high-quality core instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is a crucial foundation of the Response to Intervention process. Appendix A contains Seguin ISD Tier 1 Models by academic content areas.

*Behavior Systems:* School-wide Positive Behavioral Interventions and Support (PBIS) for all students and staff across all school settings serve as the foundation for classroom and individual student behavior support. The classroom teacher shall implement the STOIC framework for effective classroom management. Appendix A contains Seguin ISD Tier 1 Model for Behavior Systems.

## Figure 2: Seguin ISD Multi-Tier Model





## **Tier 2: Targeted Group Interventions**

Students whose performance and rate of progress lag behind those of peers in the classroom, school, or district receive small group high-quality, targeted interventions that supplement core instruction. The Campus RtI Team develops a plan for Tier 2 interventions that includes the targeted skill, type of intervention, frequency of intervention, and documentation of student response to the intervention.

For more information and resources, see Appendix B: Intervention Resource Guides for Mathematics, ELA, and Behavior Systems.

*Academic Systems:* Tier 2 consists of targeted interventions designed to give students more support in specific skill deficits identified through assessment. Interventions include research-based programs, strategies, and procedures designed to supplement, enhance, and support Tier 1 activities. These services may be provided by the general education teacher or other support staff, including an intervention teacher. For a more complete description of available Tier 2 intervention resources, see Appendix B for the Seguin ISD Mathematics and ELA Intervention Resource Guides.

*Behavior Systems:* Tier 2 consists of targeted interventions designed to give students more support in specific skill deficits. These interventions can be carried out by the classroom teacher or campus designated school personnel in a small-group setting. Bridges provides standardized interventions designed to teach and reinforce desired behavior, including Check-In/Check-Out (CICO), Standardized Daily Behavior Report Card (DBRC), and weekly social skills instruction based on school-wide expectations. For a description of these and other available Tier 2 behavior interventions, see Appendix C. Also, see Appendix B for the Seguin ISD Behavior Intervention Resource Guide.

## **Tier 3: Intensive, Individual Interventions**

Current interventions are continued with greater frequency and in a smaller, more individualized setting. The Campus RtI Team develops a plan for Tier 3 interventions that includes the targeted skill, type of intervention, frequency of intervention, and documentation of student response to the intervention.

For more information and resources, see Appendix B: Intervention Resource Guides for Mathematics, ELA, and Behavior Systems.

*Academic Systems:* Students who have not responded adequately to Tier 1 and 2 interventions receive specific, custom-designed individual or very small group instruction in addition to classroom instruction. Intervention is focused on specific skill deficits identified through assessment. Tier 3 interventions are most likely delivered outside of the classroom during an intervention time. For a more complete description of available Tier 3 intervention resources for Mathematics and ELA, see Appendix B.

*Behavior Systems:* Solid ROOTS provides intensive and individualized behavior interventions focused on Responses to behavior, Organized data collection, Operations and management, Teamwork and communication, and Support for academics. Interventions include a Daily Behavior Report Card (DBRC), Temperature Check, Reflection Sheet, Check-In/Check-Out (CICO), and daily social skills instruction. For a description of these and other Tier 3 behavior interventions, see Appendix C.

## *Universal Screening*

Universal screening is a process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards. It is the practice of assessing all students in a school with valid measures in the major curricular areas, so that no student at risk “falls through the cracks.” See Figure 3 for a complete list of academic universal screening tools used in Seguin ISD.

### *Academic Universal Screening:*

Seguin ISD Beginning of year (BOY) assessments in reading and math are used as a general screen, and the RtI process is utilized for all students who fail to meet the identified standards. See Figure 4 for more information regarding BOY universal screening and at-risk identification. This information is also available in the Compensatory/Accelerated Services section of the Seguin ISD Procedures Manual.

### *Behavior Universal Screening:*

Parent information, teacher observations, and counselor referrals are used as the general screening process at the start of each school year. Additional behavior screening will be conducted using the School Wide Expectations (SWE) Screener provided by Emergent Tree Education.

**Figure 3: Seguin ISD Academic Universal Screening Tools**

<b>Name</b>	<b>Description</b>
Brigance Early Childhood Screen III 3-5 Years	Screens children from three to five years of age to identify school readiness, providing a snapshot of a child's mastery of early developmental and academic skills.
CIRCLE Assessment	Pre-K assessment that measures critical skills for early literacy, science, and math with short, research-based tasks. Available in both English and Spanish.
Istation Indicators of Progress (ISIP)	The Istation Indicators of Progress (ISIP) will be administered to all district PK-8 students during the designated beginning, middle, and end of year screening windows.
Texas Early Mathematics Inventories (TEMI)	Math universal screening tool for Kinder and 1 <sup>st</sup> grade developed by the Meadows Center at the University of Texas at Austin. The TEMI-PM assesses fundamental numeration skills that students should master if they are to benefit from instruction across the Number, Operations, and Quantitative Reasoning TEKS.
Elementary Students in Texas Algebra Ready (ESTAR) and Middle School Students in Texas Algebra Ready (MSTAR)	Math universal screening tools developed by the Texas Education Agency to identify students who are at-risk for struggling with Algebra-related core instruction. ESTAR is administered to students in grades 2-4, MSTAR is administered to students in grades in 5-8.

#### Figure 4: Readiness Testing for At-Risk Determination in Kindergarten, Grade 1, 2, or 3

One of the criteria for identifying students who may be at risk of not completing school is a beginning of the year readiness assessment administered during the current school year for kindergarten to third grade students. Texas Education Code §29.081.

<b>Seguin ISD Readiness Testing</b>		
	<b><i>Reading</i></b> <i>Kindergarten by October 21<sup>st</sup></i> <i>Grades 1-3 by September 26<sup>th</sup></i>	<b><i>Math</i></b> <i>Kindergarten by October 21<sup>st</sup></i> <i>Grades 1-3 by September 26<sup>th</sup></i>
<b>Kindergarten</b>	Istation Tier 3 on Universal Screener	Texas Early Mathematics Inventories (TEMI) below 25 <sup>th</sup> percentile
<b>Grade 1</b>	Istation Tier 3 on Universal Screener	Texas Early Mathematics Inventories (TEMI) below 25 <sup>th</sup> percentile
<b>Grade 2</b>	Istation Tier 3 on Universal Screener	Elementary School Students in TX: Algebra Ready (ESTAR) Tier 3 on Universal Screener
<b>Grade 3</b>	Istation Tier 3 on Universal Screener	Elementary School Students in TX: Algebra Ready (ESTAR) Tier 3 on Universal Screener

## *Progress Monitoring*

Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness, and, for students who are least responsive to effective instruction, to formulate effective individualized programs. Progress monitoring tools must accurately represent students' academic development and must be useful for instructional planning and assessing student learning. See Figure 5 for a list of progress monitoring tools available in Seguin ISD.

Progress monitoring is critical for making prompt and accurate instructional decisions. Campus RtI Teams will determine how often progress is measured for students receiving Tier 2 and Tier 3 interventions. The individual providing the intervention will collect student progress data and report it to the Campus RtI Team at the time designated for the student's intervention plan to be reviewed. The progress monitoring data should be documented in the Review Progress section of form "RtI - Academic/Behavior Intervention Plan" in Eduphoria.

Progress monitoring data are used to determine when a student has or has not responded to instruction at any level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. Also, intensity can be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties (i.e. a reading specialist or a special educator).

**NOTE:** Tier 1 strategies must be documented for all students receiving Tier 2 and Tier 3 interventions. Evidence that students are continuing to receive differentiated instruction in the general education classroom while they are also being provided with supplemental Tier 2 and Tier 3 interventions is imperative.

**Figure 5: Seguin ISD Progress Monitoring Tools**

<b>ACADEMIC PROGRESS MONITORING</b>	
<b><i>Name</i></b>	<b><i>Description</i></b>
Istation Indicators of Progress (ISIP)	<ul style="list-style-type: none"> <li>Students complete the progress monitoring the first time they log into the program each at the beginning of the month.</li> <li>The Student Summary Handout in Istation reports will provide the most current student information.</li> </ul>
Fountas and Pinnell Benchmark Assessment System	<ul style="list-style-type: none"> <li>Formal running records are given in the beginning (BOY) and end (EOY) of year to monitor student progress in conjunction with a state-approved universal screener.</li> <li>Students receiving Tier 2 or 3 interventions should also be assessed in the middle of the year (MOY) to monitor progress.</li> <li>Informal running records should be given at least once every three weeks to monitor student progress. Treasures leveled readers may be used for informal running records.</li> </ul>
Texas Early Mathematics Inventories (TEMI)	<ul style="list-style-type: none"> <li>TEMI-PM Progress Monitoring: Universal Screener <ul style="list-style-type: none"> <li>To be administered three times per year</li> </ul> </li> <li>TEMI-AC: Aim Checks are periodic assessments to determine whether students are making satisfactory progress toward middle-of-the-year or annual goals <ul style="list-style-type: none"> <li>To be administered every two weeks (alternate with TEMI-UC)</li> </ul> </li> <li>TEMI-UC: Unit Checks assesses students' understanding of the objectives in each unit from the Tier 2 Mathematics Intervention <ul style="list-style-type: none"> <li>To be administered every two weeks (alternate with TEMI-AC)</li> </ul> </li> <li>Daily Checks: These forms allow a teacher to track across time students' scores on Independent Practice sheets from the Tier 2 Mathematics Intervention</li> </ul>

<b>BEHAVIOR PROGRESS MONITORING</b>	
<b><i>Name</i></b>	<b><i>Description</i></b>
Bridges	<ul style="list-style-type: none"> <li>Standardized Daily Behavior Report Card (DBRC): Complete for all students, daily data collection and progress monitoring of identified PBIS/student expectation goals</li> <li>Check-In/Check-Out (CICO) Check-In Form: Completed twice daily to monitor student's classroom readiness</li> </ul>
Solid ROOTS	<ul style="list-style-type: none"> <li>Daily Behavior Report Card (DBRC): Complete for all students, daily data collection and progress monitoring of identified student behavior goals</li> <li>Check-In/Check-Out (CICO) Check-In Form: Completed twice daily to monitor student's classroom readiness</li> <li>Shades of Grey (SoG): Use Student Monitoring Template form to monitor student behavior and collect data every 30 minutes, consider level of severity of student behavior before use</li> </ul>

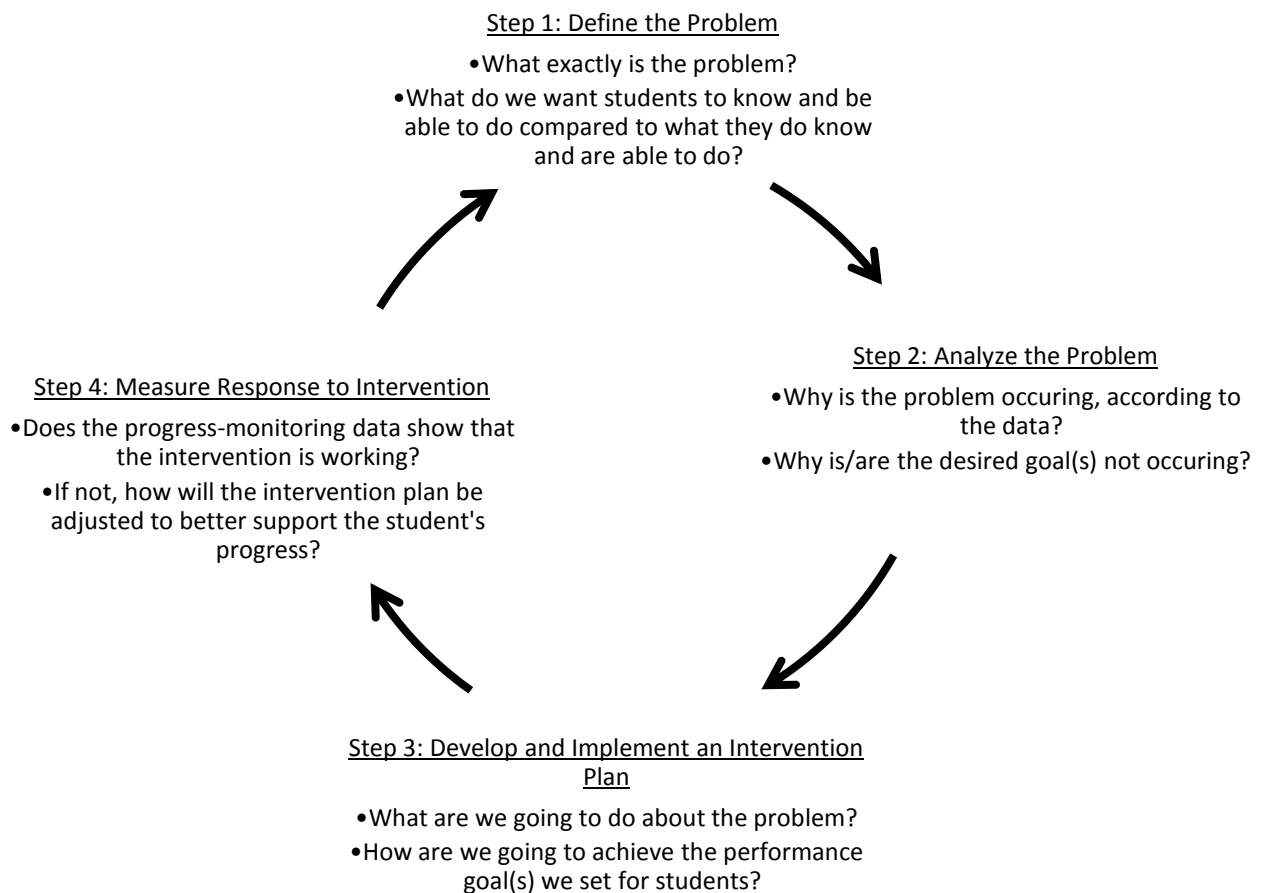
## *Data-Based Decision Making*

Data analysis and decision making occur both at all levels of RtI implementation and all levels of instruction. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state and federal law).

Decision making should involve the use of a problem solving approach. See Figure 6 below for the Seguin ISD Problem Solving Approach.

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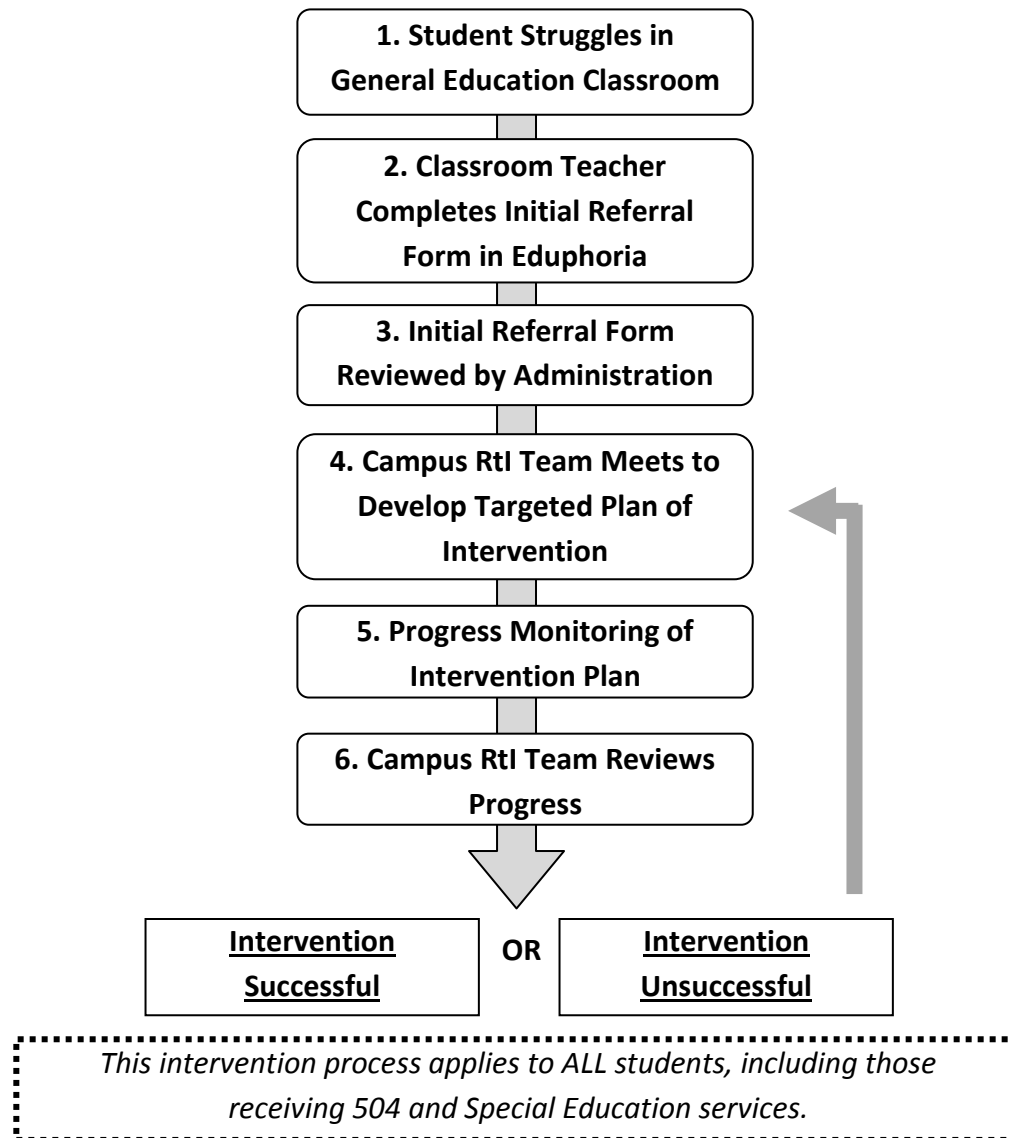
**Figure 6. Seguin ISD Problem Solving Approach**



# Response to Intervention (RtI) Process and Data Management

Below are the recommended steps to the process for both academic and behavior interventions and the data management that should occur with each step. Documentation of instruction and interventions attempted is an important part of the Response to Intervention (RtI) process. In particular, the data collected allows for the essential component of data-based decision making. Documentation of the RtI process involves both the classroom teacher and the Campus RtI Team. Information is collected using the district-wide RtI forms available in Eduphoria Aware. Samples of the district-wide parent notification letters, in both English and Spanish, to use with the corresponding steps in the process can be found in the Teacher Resources section of the Seguin ISD Response to Intervention (RtI) website ([click here](#)).

**Figure 7. Seguin ISD Response to Intervention (RtI) Process**





### **1. Student struggles in General Education Classroom**

- Classroom teacher provides support through best-practice Tier 1 instruction
- Formative assessment data and/or universal screener data is analyzed
- Teacher informally documents strategies attempted during Tier 1 instruction
- Teacher meets with Instructional Coach and grade level team to discuss Tier 1 strategies for support
- *Classroom teacher will make parent contact prior to completion of Initial Referral Form*

### **2. Classroom Teacher Completes Initial Referral Form in Eduphoria**

- Click on the “Forms” tab in the individual student record, then click the “Add Form” button, then click on the “Rtl” section, form is labeled “Rtl – Initial Referral Form”
- Select the appropriate form for the student’s current grade level (ex. Pre K, K-5, 6-8)
- If the student has an existing Initial Referral Form, it should be reviewed to determine if the information still applies to the student concerns
- If the student concern has changed, or the document is blank or incomplete, a new Initial Referral Form should be completed

### **3. Initial Referral Form Reviewed by Administration Team**

- The Campus Administrative Team is notified when the Initial Referral Form is completed in Eduphoria OR when an existing Initial Referral Form needs to be reviewed by the Campus Rtl Team
- The Administrative Team reviews the form and determines if further documentation or additional information is required
- The referral is then scheduled for an upcoming Campus Rtl Team Meeting
- *Parent Notification Letter is sent to parent inviting them to upcoming Campus Rtl Team Meeting*

### **4. Campus Rtl Team Meets to Develop Targeted Plan of Intervention**

- The Campus Rtl Team meets consistently to develop targeted plans of intervention for students based on initial concern(s) using a problem-solving approach (see Figure 6)
- The Campus Rtl Team documents the targeted plan of intervention in the “Academic/Behavior Intervention Plan” form
- To add this form, click the “Forms” Tab under the individual student record, then press the “Add Form” button, then “Rtl,” then “Rtl – Academic/Behavior Intervention Plan”
- If an Academic/Behavior Intervention Plan already exists for the student, the Campus Rtl Team does NOT need to add a new form to the student record
- This intervention plan can be used for both academic and behavior interventions and serves as a ongoing record of information for the student
- Each form contains space for up to 5 intervention plans to be documented over time, if more space is needed a form can be attached to the student record
- *If the parent is not present at the Campus Rtl Team Meeting, they will be provided a copy of the student’s targeted intervention plan along with a notification letter*

## **5. Progress Monitoring of Intervention Plan**

- Intervention plan is carried out as designed by Campus RtI Team
- Student's response to intervention, and any progress, is monitored and documented consistently by the person responsible for implementing the targeted intervention plan

## **6. Campus RtI Team Reviews Progress**

- The Campus RtI Team meets consistently to review targeted plans of intervention for students
- The "Academic/Behavior Intervention Plan" form contains space for the Campus RtI Team to take notes as the intervention plan is reviewed
- Progress monitoring data is reported by the person responsible for implementing the targeted intervention plan
- Based on progress monitoring data, the Campus RtI Team will determine one of the following outcomes: (1) continue intervention (with possible revision), (2) change intervention, or (3) discontinue intervention.
- *Parent Notification Letter is sent to parent inviting them to upcoming Campus RtI Team Meeting Review.*
- *If the parent is not present at the Campus RtI Team Meeting, they will be provided a copy of any changes to the student's targeted intervention plan along with a notification letter*

### Intervention Not Showing Progress (Tier 2 or Tier 3)

- Data indicates that the student shows minimal progress
- The Campus RtI Team can consider the following:
  - Allow for longer period of intervention and progress monitoring
  - Revise current intervention - consider frequency, duration, group size, etc.
  - Select different intervention that addresses the area of concern
  - Recommend Follow-up Committee Review with the Campus RtI Team including a Special Programs Representative
- For students receiving 504 or Special Education services, the 504 Committee or ARD Committee will make the above recommendation for the student

## *Campus Rtl Teams*

Each campus will have an Rtl Team that meets consistently to develop and review targeted plans of intervention for individual students. Members of the Campus Rtl Team are listed below along with their roles and responsibilities.

<b>Team Member</b>	<b>Roles and Responsibilities</b>
Principal	<ul style="list-style-type: none"><li>• Provide leadership in developing and implementing Rtl model and facilitate campus Rtl meetings</li></ul>
Assistant Principal	<ul style="list-style-type: none"><li>• Support principal in developing and implementing Rtl model</li></ul>
Counselor	<ul style="list-style-type: none"><li>• Provide support for student needs and monitoring progress, make scheduling decisions</li></ul>
Teacher(s)/TrailBlazer(s)	<ul style="list-style-type: none"><li>• Implement appropriate interventions in the classroom, monitor student progress, provide documentation for Rtl process when necessary</li></ul>
Instructional Coach/TrailBlazer(s)	<ul style="list-style-type: none"><li>• Support teachers in identifying appropriate interventions to be used in the classroom, providing tools and resources to help monitor student progress</li></ul>
Instructional Support <i>(As appropriate)</i>	<ul style="list-style-type: none"><li>• Implement appropriate interventions in the classroom or small-group settings, assist in monitoring student progress and providing documentation</li><li>• Provide more specific resources for student groups, i.e. ELLs, SPED</li></ul>

Schools may organize and reorganize teams during the implementation of the Rtl process because this is a dynamic process in which procedural changes, especially in teams, are made to meet the ongoing changes in need and resources of a school. The key to teaming in the Rtl process is leadership, collaboration across educators, and the use of the problem-solving process to drive decisions.

Student data should be reviewed and recommendations about the continuation or adjustment of interventions should be made AT LEAST once every three to six weeks. A suggested Campus Rtl Meeting Protocol can be found in the Teacher Resources section of the Seguin ISD Response to Intervention (Rtl) website ([click here](#)).

## *Parent Involvement*

Parent communication and involvement is critical to the academic and behavioral success of the student. When a student fails to make adequate progress, the classroom teacher should be the first person to make contact with the parent regarding the progress of the student. Involving parents at all phases is a key aspect of a successful RtI process. Parent support of their child's education increases the likelihood of success. Schools must make a concerted effort to involve parents as early as possible, beginning with instruction in the core curriculum. Parent awareness of the RtI process at your school empowers them to understand and celebrate with their child as the school notifies parents of student progress on a regular basis. Because RtI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings within a multi-tiered RtI system when these tools are used to determine instructional need.

Parents should be advised:

- When a student is not making expected academic progress
- What services will be provided
- What strategies will be used to increase the student's progress
- How often school will monitor progress
- How and when school will inform parent of progress

Seguin ISD has created the following resources to assist Campus RtI Teams in their efforts to communicate with parents. All resources are available in both English and Spanish and can be found on the district's Response to Intervention (RtI) website – see links in chart below.

Resource List	
Response to Intervention (RtI) Parent Guide - English	<a href="#">Link</a>
Response to Intervention (RtI) Parent Guide - Spanish	<a href="#">Link</a>
Campus RtI Team Parent Invitation Letter - English	<a href="#">Link</a>
Campus RtI Team Parent Invitation Letter - Spanish	<a href="#">Link</a>
Campus RtI Team Parent Intervention Plan Letter - English	<a href="#">Link</a>
Campus RtI Team Parent Intervention Plan Letter - Spanish	<a href="#">Link</a>

## *RtI and Special Education Identification*

Response to Intervention is not designed to be a pre-referral process for Special Education. It is not a model in which students must “fail” before interventions begin. Instead, it is a proactive, positive approach for supporting all learners, particularly those who are struggling. RtI meets learners where they are within the curriculum and accelerates their learning rates.

However, if a student fails to respond to intensive intervention, the student may require further evaluation for a possible disability. Progress monitoring and other data collected over the course of the provided intervention should be examined during the evaluation process, along with data from appropriately selected measures. In this way, effectively implemented RtI frameworks contribute to the process of disability identification by reducing inappropriate identification of students who might appear to have a disability because of inappropriate or insufficient instruction.

Furthermore, under Texas law, the Texas Education Administration (TEA) provides provisions for limiting the referral of students for consideration for special education services. The Texas Administrative Code states

*Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation (19 TAC §89.1011).*

Within the federal requirements of special education eligibility “exclusionary” factors are also provided. A student will not be judged eligible for special education if one of these factors is identified as the primary reason for lack of progress:

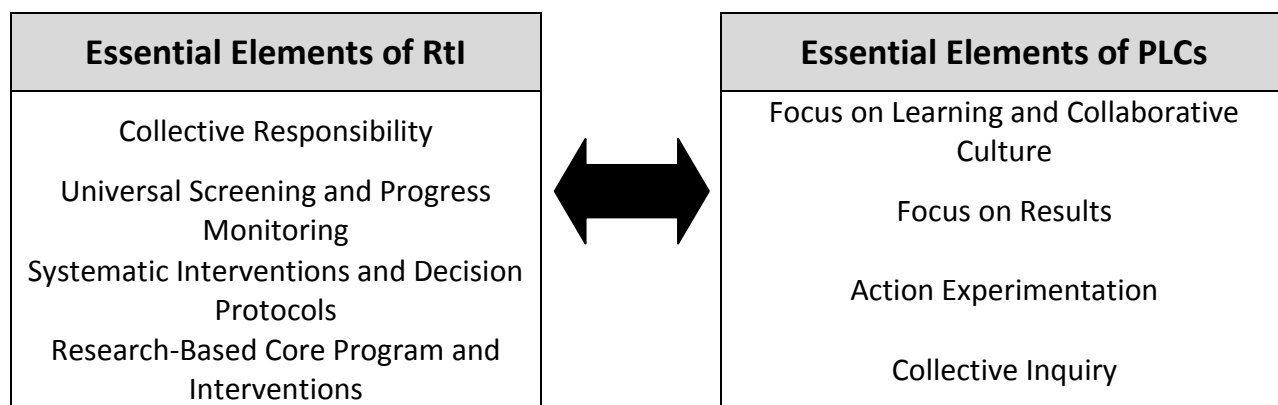
1. Lack of appropriate instruction in reading or mathematics
2. Limited English proficiency
3. Cultural or economic disadvantage

For more information regarding the referral of students for Special Education services, please contact the Special Education Department.

# RtI and Professional Learning Communities (PLCs)

A growing body of literature shows the strong connection between Response to Intervention (RtI) processes and Professional Learning Communities (PLCs). Buffum, Mattos and Weber describe RtI as “a schoolwide, systematic, collaborative process in which all school resources are seamlessly integrated and singularly focused on the same outcome – to ensure that every student learns at high levels” (*Pyramid Response to Intervention*, 2009). This focus on collective responsibility aligns closely with the conceptual framework of professional learning communities, specifically the focus on student learning and development of a collaborative school culture (DuFour, *What is a Professional Learning Community?*, 2004). Figure 7 below shows the alignment between RtI processes and PLCs. Buffum, Mattos and Weber state, “Quite simply, PLC and RTI are complementary processes, built upon a proven research base of best practices and designed to produce the same outcome – high levels of student learning. PLCs create the schoolwide cultural and structural foundation necessary to implement a highly effective RTI program” (*Pyramid Response to Intervention*, 2009).

**Figure 7: RtI and Professional Learning Communities (PLCs)**



*Adapted from Pyramid Response to Intervention, Buffum, Mattos, and Weber, 2009.*

# Other Considerations

Below are other items for consideration that might arise during the Response to Intervention (RtI) process. Individual contact information is listed below. For more information regarding RtI, please contact the Curriculum and Instruction Department.

## *RtI for English Language Learners (ELLs)*

The Response to Intervention (RtI) process applies to all students, including English Language Learners (ELLs). While the essential components remain the same – multi-level system of support, universal screening, progress monitoring, and data-based decision making – there are a few points of consideration specifically for ELL students.

In implementing RTI approaches with ELLs, it is critical to determine the students' knowledge and skills in their first language and then understanding their performance in their second language (English). For example, there are subgroups of students whose literacy knowledge and skills in their first language (i.e. Spanish) are adequate, but whose literacy skills in their second language (i.e. English) are low. These students have demonstrated the capacity to acquire reading skills and now require instruction so they can apply those skills to the acquisition of English literacy. Other students may have low literacy in both first language and English because they have not received adequate instruction in either language. Still another group of students, the smallest group, demonstrates low literacy skills in both their first language and English even after receiving adequate instruction.

### Multi-tiered System of Support

- Use knowledge about effective instruction in literacy and instruction for ELLs at all levels of the multi-tiered system of support.
- Plan instruction based on what you know about the student's performance and literacy experiences in native language and second language
- Consider students' cultural and linguistic needs and adjust instruction accordingly
- Provide instructional support to ELLs with low performance in reading areas even when oral language skills in English are low. Interventions should simultaneously address development of language and literacy skills in English

## *Rtl for English Language Learners (ELLs) - Continued*

### Universal Screening

- Conduct screening on the same early reading indicators as native English language speakers, including phonological awareness, letter knowledge, and word and text reading (Gersten et al., 2007)
- Use tools with demonstrated reliability and validity to identify and monitor students' needs for instructional support in reading in both the native and second language
- Assess students' language skills in both the native language and the second language to provide an appropriate context regarding evaluation of current levels of performance

### Progress Monitoring

- Monitor ELLs' progress as frequently as you monitor the progress of all other students
- It may take longer for instruction to have the desired impact for ELLs, but this does not necessarily mean the student has a specific learning disability
- Monitor student progress in all languages of instruction
- Develop, implement, and review ELL Plan for success at the end of each grading period
- Affective domain logs kept by school counselor

### Data-Based Decision Making

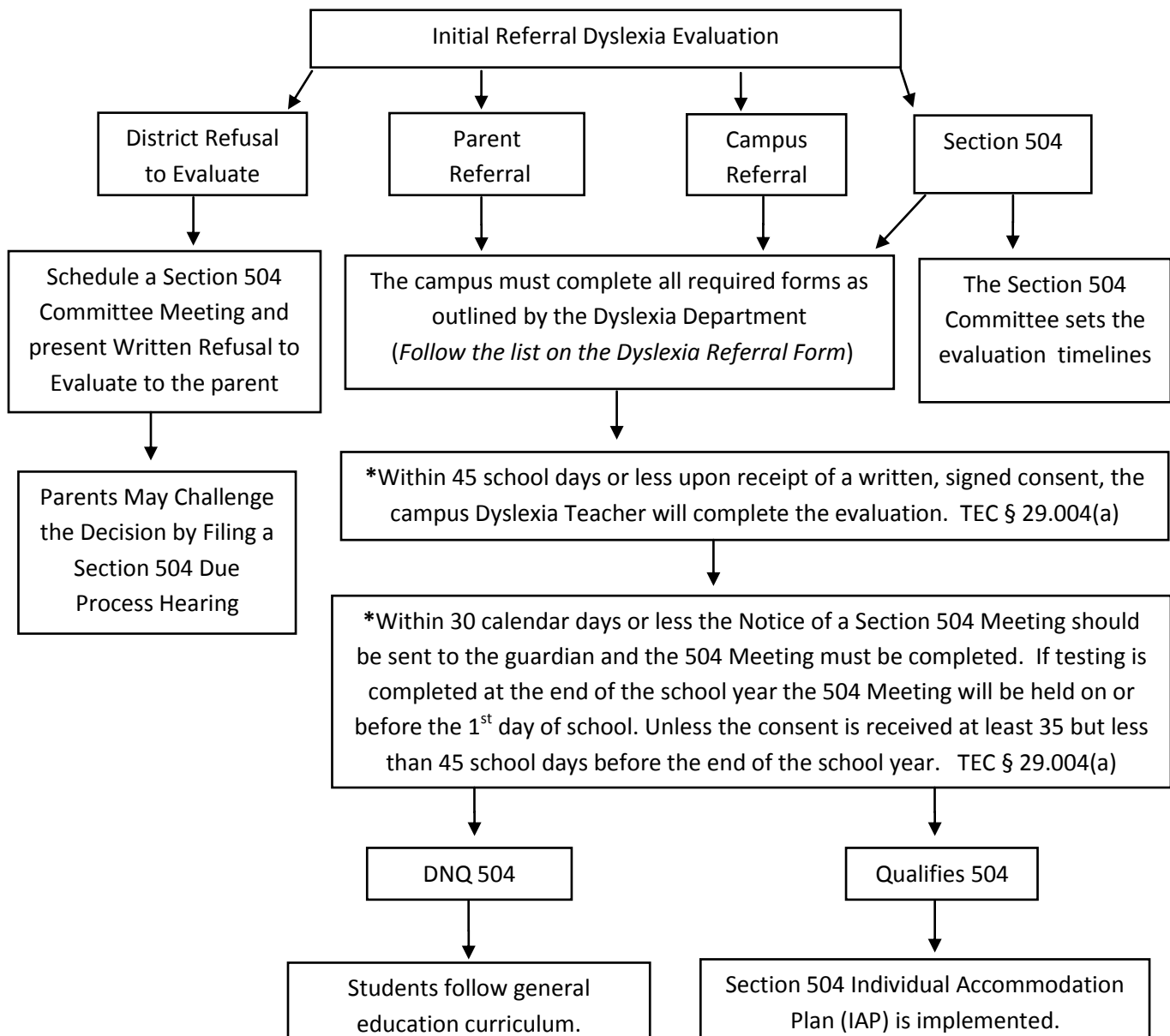
- Additional data points beyond universal screening and progress monitoring data should be considered for ELLs, such as: first and second language acquisition, methods and programs for instruction in the native language, and the interaction among linguistic, cognitive, and academic development



## Dyslexia

A student of any age who struggles in reading is given targeted classroom interventions by the general education teacher. If those interventions fail to help the student, the Campus RtI Team may choose to place the students in a Tier 2 reading intervention.

If assistance is needed beyond Tier 2 and characteristics of dyslexia appear to be present, the Campus RtI Team may decide to proceed to a dyslexia screening. The district dyslexia specialists will administer the screen and make a recommendation to the Campus RtI Team for services (see flowchart below). For more information, please refer to the Seguin ISD Dyslexia Referrals, Assessment, and Identification Handbook.



## *Speech*

The Response to Intervention (RtI) process for speech is a multi-tiered approach to providing services and intervention at increasing levels of intensity to students having communication difficulties. It involves universal screening, high quality instruction and interventions matched to student need, frequent progress monitoring, and the use of child response data to make educational decisions. Interventions are provided in the areas of articulation, fluency, and language disorders.

Screening for very young children (age 3-5) who are not enrolled in Seguin ISD is provided through Child Find. The Special Education Department advertises this activity in local media. Children who do not come through the Child Find process may be screened by appointment at any time the screening is requested. Child Find involves screening for the three major areas of speech concerns: articulation, fluency, and language disorders.

For enrolled students, grades Kindergarten through 5, screening for speech concerns occurs through various settings. More information follows:

Speech Articulation - During the first grading period, teachers observe children's language patterns and make anecdotal records of perceived "sound errors." Children who surface on this screen are administered a "Teacher Speech Sound Inventory." Based on the results of the inventory, students may move into the tiered intervention process.

Speech Fluency – During the first grading period, teachers observe student's language patterns and make anecdotal record of perceived stuttering problems.

Language Disorders – Universal screening is based on the district's beginning of the year readiness assessment administered in reading and math. In recognizing possible language disorders, teachers are to pay special attention to the level of expressive and receptive language noted on the Beginning of Year assessment (Brigance at Pre-Kindergarten).

Interventions provided for speech concerns include the speech articulation Lab at Ball Early Childhood Center. Speech pathologist provides services to students with speech impairments who have been identified for Special Education.

For more information, please contact the Special Education Department.

## *For Students Already Receiving Special Education or 504 Services*

The Response to Intervention (RtI) process applies to all students, including those already receiving Special Education or 504 services. The ARD Committee or 504 Committee will meet with the Campus RtI Team to mutually review the student's program and progress. This is to assure that the student is receiving differentiated, need-based instruction. In addition, the ARD Committee or 504 Committee review will include fidelity of program implementation, pacing, and appropriateness of instructional groupings.

Based on its review, the ARD Committee could determine whether:

- Additional diagnostic assessments are warranted, and if so, for what and by whom
- If additional diagnostic assessment is warranted, a Review of Existing Data will be developed
- Additional changes to the instruction or behavioral interventions are required

For additional information on students receiving Special Education services, contact the Special Education Department.

For additional information on students receiving 504 services, contact the District 504 Coordinator.

# Frequently Asked Questions

## **What is at the heart of RTI?**

The purpose of RTI is to provide all students with the best opportunities to succeed in school, identify students with learning or behavioral problems, and ensure that they receive appropriate instruction and related supports. The goals of RTI are to (a) integrate all the resources to minimize risk for the long-term negative consequences associated with poor learning or behavioral outcomes, and (b) strengthen the process of appropriate disability identification.

## **What impact does RTI have on students who are not struggling?**

An important component of an effective RTI framework is the quality of the primary prevention level (i.e., the core curriculum), where **all** students receive high-quality instruction that is culturally and linguistically responsive and aligned to a state's achievement standards. This allows teachers and parents to be confident that a student's need for more intensive intervention or referral for special education evaluation is not due to ineffective classroom instruction. In a well designed RTI system, primary prevention should be effective and sufficient for about 80 percent of the student population.

## **What are culturally and linguistically responsive practices?**

The use of culturally and linguistically responsive practices by teachers and other school staff involves purposeful consideration of the cultural, linguistic, and socioeconomic factors that may have an impact on students' success or failure in the classroom. Attention to these factors, along with the inclusion of cultural elements in the delivery of instruction, will help make the strongest possible connection between the culture and expectations of the school and the culture(s) that students bring to the school. Instruction should be differentiated according to how students learn, build on existing student knowledge and experience, and be language appropriate. In addition, decisions about secondary and tertiary interventions should be informed by an awareness of students' cultural and linguistic strengths and challenges in relation to their responsiveness to instruction.

## **What are differentiated learning activities?**

Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program. Differentiated instruction is NOT the same as providing more intensive interventions to students with learning problems.

## **What does RTI have to do with identifying students for Special Education?**

IDEA 2004 allows states to use a process based on a student's response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD). In an RTI framework, a student's response to or success with instruction and interventions received across the levels of RTI would be considered as part of the comprehensive evaluation for SLD eligibility.

**Is RTI a Special Education program?**

No. RTI is not synonymous with special education. Rather, special education is an important component of a comprehensive RTI framework that incorporates primary, secondary, and tertiary levels of prevention. All school staff (e.g., principal, general educators, special educators, content specialists, psychologists) should work together to implement their RTI framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the prevention framework should be a high priority, as appropriate.

**How does an RTI framework work in conjunction with inclusive school models and least restrictive environment? Aren't students requiring more intensive levels of instruction removed from the General Education classroom to receive those services?**

Within an RTI framework, the levels refer only to the intensity of the services, not where the services are delivered. Students may receive different levels of intervention within the general education classroom or in a separate location with a general education teacher or other service providers. This is an important decision for educators to consider carefully.

**Can students move back and forth between levels of the prevention system?**

Yes, students should move back and forth across the levels of the prevention system based on their success (response) or difficulty (minimal response) at the level where they are receiving intervention, (i.e., according to their documented progress based on the data). Also, students can receive intervention in one academic area at the secondary or tertiary level of the prevention system while receiving instruction in another academic area in primary prevention.

**What is the difference between RTI and PBIS?**

RTI and PBIS are related innovations that rely on a three-level prevention framework, with increasing intensity of support for students with learning or behavioral problems. Schools should design their RTI and PBIS frameworks in an integrated way to support students' academic and behavioral development. For more information on PBIS, see [www.pbis.org](http://www.pbis.org).

**If a parent requests an immediate evaluation for Special Education during or prior to the RtI process, is the school obligated to provide an evaluation?**

If a parent or legal guardian makes a written request to the Special Education Director or an administrator for an initial full individual evaluation (FIE), the district must, not later than the 15th school day after the receipt of the request: (1) provide the parent/ guardian an opportunity to give written, informed consent for the evaluation; or (2) refuse to provide the evaluation and provide the parent/ guardian with notice of procedural safeguards. (SB 816)

**What is the criterion for a successful intervention?**

An academic intervention is successful if there is a sustained narrowing of the achievement gap for the struggling learner as demonstrated by data collected through ongoing progress monitoring. A behavioral intervention is successful if there is a reduction in the problem behavior and/or an increase in desired replacement behaviors.

**How long should interventions be implemented in RtI?**

The amount of time required to identify and verify effective intervention(s) will vary by academic/behavioral skill, the age, and the grade level of the student. Interventions should be continued as long as the student exhibits a positive response. The interventions will be modified as appropriate when a student's progress is less than expected (questionable or poor response to the interventions).

**How does RtI work from one school year to the next?**

A student will begin a school year on whatever tier of instruction/intervention he or she was on at the end of the previous school year. However, it will almost always be necessary to extend the time on the tier to allow for an adjustment period to the student's new teacher, new peer group, different curriculum, etc., in an effort to "tease out" factors that may be impacting a student's academic performance. In general, a student should remain on the current tier for at least six weeks into the new school year to ensure that "adjustment" factors have been ruled out or dealt with satisfactorily. During that time, the school's problem-solving team will review students' intervention plans and performance data, and determine if changes need to be made to the plans.

NOTE: Students who have been previously discussed at a Campus RtI Team meeting, and who are at the Tier 2 or Tier 3 level of instruction/intervention, should have a current "RtI 2 – Academic/Behavior Intervention Plan" form in Eduphoria Aware.

**What if a student's academic performance is below expectations, but the cause appears to be a lack of motivation, rather than a skill deficit?**

In those cases where the student appears to have the ability to perform grade level work, the focus should be primarily on behavioral interventions to address the lack of effort or motivation. However, it is often difficult to exclude academic deficits with certainty. Therefore, best practice would dictate that academic interventions be attempted in tandem with behavioral interventions.

**When implementing an intervention for a student who is below grade level, should the student's progress be graphed on the instructional level or the grade level expectations?**

The student's progress should be monitored (tracked and graphed) on BOTH instructional level and grade level instruments. While RtI required a student to be compared to grade level peers, information as to how rapidly a student is progressing in a below grade level intervention will help the problem-solving team determine a reasonable and realistic period of time before the student may be expected to achieve grade-level proficiency. Therefore, even if progress on grade level progress monitoring instruments is not occurring at a desirable rate of improvement, rapid improvement on below grade level instruments would suggest that the student is moving toward proficiency and may only need more time in the intervention(s) to achieve it.

## **What constitutes an “appropriate” targeted intervention within the Response to Intervention Process?**

Interventions in the Response to Intervention Process are determined by three guiding questions:

*1. Is the intervention linked to the presenting problem?*

For example, if the identified deficit is in phonological awareness for a first grade student, appropriate intervention would include phonemic awareness activities. Moving the child’s seat or shortening assignments are considered instructional modifications, not interventions, and do not result in improved phonological awareness.

*2. Is there evidence to support the effectiveness of the intervention?*

School leaders, the school psychologist, and district-level contacts for subject areas or behavior concerns can help to determine if the intervention is research based and effective.

*3. Can the intervention be delivered with fidelity?*

It is important to provide the interventions in the way they are intended by following specific directions and protocol and to administer the interventions over the recommended length of time.

## **How is a student’s response to intervention measured?**

Response to intervention is measured by ongoing, continuous progress monitoring. It is important to determine the student’s baseline performance prior to intervention and to monitor the student’s progress throughout the intervention process. A student’s response to intervention should reflect the student’s actual level of performance on the monitoring measures through data (numerical values).

## **What role do classroom grades play in Response to Intervention?**

Classroom grades are one valuable piece of data that can be used in the RtI process, but because grades may involve some degree of subjectivity, they should not be used as the sole measure of a student’s progress toward an academic goal. It is always preferable to use ongoing progress monitoring instruments, whenever possible.

## **Why are we asked to monitor a specific skill (e.g., phonics) rather than a collection of skills (e.g., reading)? If a student is struggling in any specific skill, wouldn’t that be evident in a broad assessment of an academic domain (assessment including many skills within a domain)?**

Broad academic assessments typically include a variety of skills, and cannot be used to monitor a student’s mastery of a particular skill over time. Also, they fail to provide information about a student’s development of prerequisite skills needed for overall skill mastery. Additionally, a student’s potential eligibility for ESE support services within the Specific Learning Disabilities category is determined by their rate of progress in mastering specific academic skills.

**How many interventions need to be implemented at each tier of instruction? Is one intervention enough, or should several interventions be implemented prior to intensifying the intervention plan (progressing to the next tier of instruction)?**

If an intervention is determined to be appropriate in focus and intensity, and implemented with fidelity, the student's progress monitoring data will guide the decision by the Campus Rtl Team to adjust or change the intervention. If a student's progress monitoring data indicates a poor response to the intervention, the team will re-enter the problem-solving process to ensure appropriate identification and analysis of the problem. If the team members determine that the problem was accurately identified and analyzed, but the intervention was not successful, they may choose to develop a different intervention to be implemented. If the student's progress monitoring data indicates a questionable response to the intervention, the team members may determine that other intervention(s) need to be developed at that level of intensity, or the original intervention may need to be intensified.



# Glossary

## **ABC Chart**

A direct observation tool that can be used to collect information about the events that are occurring within a student's environment. "A" refers to the antecedent, or the event or activity that immediately precedes a problem behavior. The "B" refers to observed behavior, and "C" refers to the consequence, or the event that immediately follows a response.

## **Accommodations**

Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. When used appropriately, they reduce or even eliminate the effects of a child's disability, but do not reduce or lower the standards or expectations for content.

## **Behavior Intervention Plan (BIP)**

A concrete plan of action for managing a student's behavior

## **Bridges**

A framework for providing Tier 2 behavior interventions – Check In/Check Out, Standardized Daily Behavior Report Card, and Weekly Social Skills Instruction.

## **CHAMPS**

Classroom management system with the goal of developing an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.

## **Continuum of Services**

An array of services to meet an individual student's needs

## **Core Curriculum**

The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system.

## **Cut Score**

Selected points on the score scale of a test. The points are used to determine whether a particular test score is sufficient for some purpose. For example, student performance on a test may be classified into one of several categories such as basic, proficient, or advanced on the basis of cut scores.

## **Data-driven Decisions**

A continuous process of regularly collecting, summarizing, and analyzing information to guide development, implementation, and evaluation of an action; most importantly, this process is used to answer educational or socially important questions

**Daily Behavior Report Card (DBRC)**

Behavior rating forms that educators can use to evaluate targeted student behaviors on a daily basis or even more frequently.

**Differentiated Instruction**

Occurs when educators tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for ALL students

**Fidelity**

The degree of accuracy with which an intervention, program, or curriculum is implemented according to research findings and/or its developers' specifications

**Functional Behavior Assessment (FBA)**

A problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help select interventions to directly address the problem behavior.

**Positive Behavioral Interventions and Support (PBIS)**

A tiered system of school wide practices that encourage and reward positive student behavior

**Progress Monitoring**

A scientifically based practice to assess students' academic performance and evaluate the effectiveness of instruction that can be used with individual students, small group, or an entire class. The process used to monitor implementation of specific interventions.

**Problem-Solving Approach**

Assumes no given intervention will be effective for all students and is sensitive to individual student differences; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation).

**Solid ROOTS**

A comprehensive framework for designing effective behavior programming using five modules: Responses to Behavior, Organized Data Collection, Operations and Program Management, Teamwork and Communication, Support for Academics.

**Targeted Intervention**

Targeted academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation.

**Tiers**

A level in a pyramid of interventions of an RTI system that includes interventions and supports for a clearly defined group.

**Tiered Model**

An educational model that delineates three or more levels of instructional interventions based on gaps in student skills.

**Universal Screener**

A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards; also, the practice of assessing all students in a school with valid measures in the major curricular areas, so that no student at risk “falls through the cracks.”

# Recommended Links

The following links contain more information on the Response to Intervention (Rt) process:

- Region 13 Response to Intervention: [www4.esc13.net/rti](http://www4.esc13.net/rti)
- TEA Response to Intervention: [www.tea.state.tx.us/index2.aspx?id=5817](http://www.tea.state.tx.us/index2.aspx?id=5817)
- National Center on Response to Intervention: [www.rti4success.org](http://www.rti4success.org)
- RtI Action Network: [www.rtinetwork.org](http://www.rtinetwork.org)
- Building RtI Capacity: [buildingrti.utexas.org](http://buildingrti.utexas.org)
- Center on Instruction: [www.centeroninstruction.org](http://www.centeroninstruction.org)
- Intervention Central: [www.interventioncentral.org](http://www.interventioncentral.org)
- What Works Clearinghouse: [ies.ed.gov/ncee/wwc](http://ies.ed.gov/ncee/wwc)

## **Appendix A:**

# **Tier 1 High-Yield Instructional Strategies for Academic and Behavior Systems**

## Seguin ISD Tier 1 Mathematics High-Yield Instructional Strategies

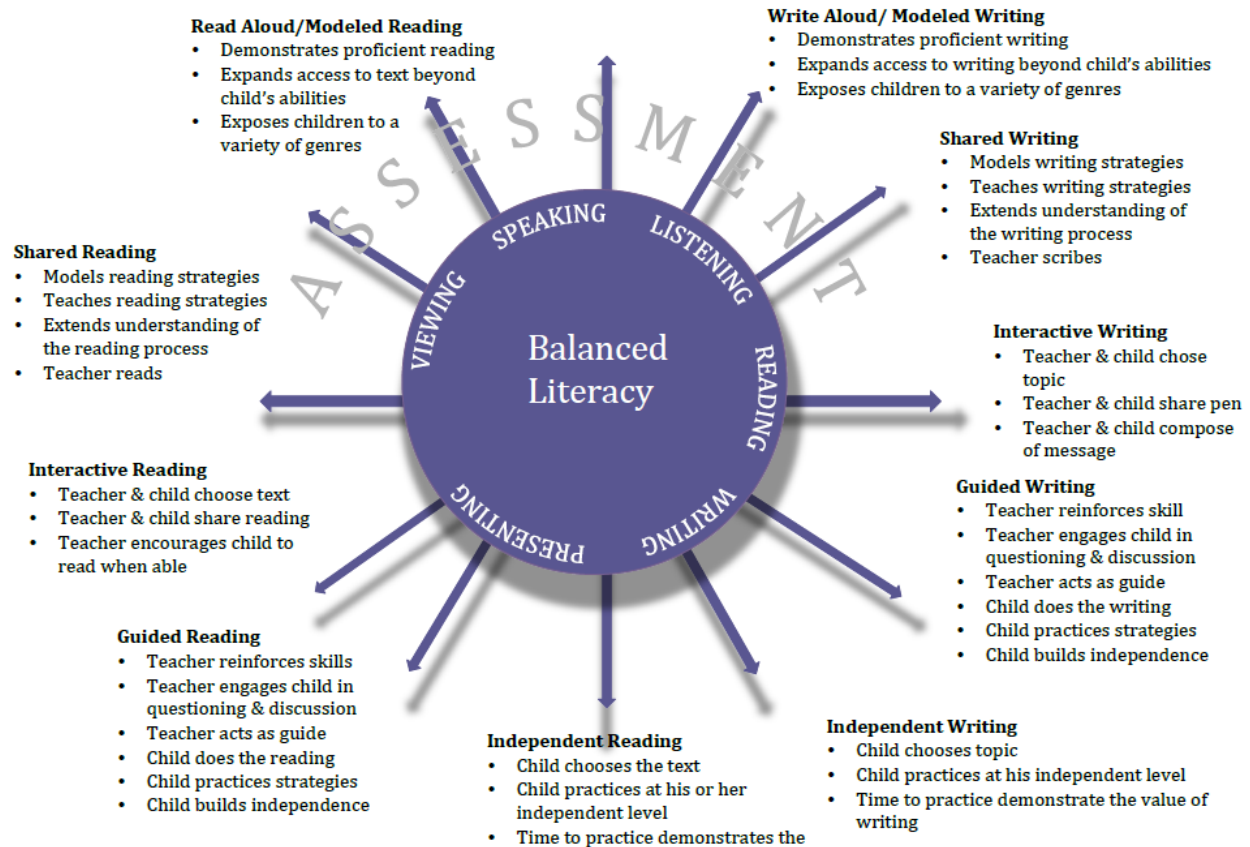
Components of Effective Instruction	Description	Teacher Actions	Student Actions
High quality lesson planning: Planning Protocol	Teachers plan collaboratively with the end in mind to provide high-quality constructive learning experience.	Utilize the Seguin ISD Planning Protocol Steps 1-5 to plan effective instruction <ul style="list-style-type: none"> <li>Determine the focus concepts and standards for each unit and how they will be assessed</li> <li>Determine what instructional resources are needed to teach the concepts and how all learners can be supported through differentiation</li> <li>Mathematics Instructional Block Lesson Components               <ul style="list-style-type: none"> <li>Problem Solving Think Aloud</li> <li>Core Instruction (5-E)</li> <li>Guided Math and Workstations</li> <li>Daily assessment and closure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students are engaged in mathematically rich tasks that are aligned to the standards</li> <li>Students are working collaboratively through purposeful grouping</li> <li>Students making connections and justifying solutions</li> </ul>
Problem Solving Approach	A process to help students be able to understand the problem, make a plan, carryout the plan and check solution for reasonableness. To provide students with entry points to be able to solve problems that involve multiple solution methods.	<ul style="list-style-type: none"> <li>Use the Engage and Explore parts of the lesson cycle</li> <li>Give students opportunities to choose between activities</li> <li>Give students opportunities in how they will present their learning</li> <li>Incorporate Process Standards (throughout the 5-E model)</li> <li>Provide Problem Solving Model : UPS Check</li> </ul>	<ul style="list-style-type: none"> <li>Mathematically-rich tasks that allow for student exploration of difficult concepts</li> <li>Students make connections to the real world</li> <li>Students use a problem-solving model to solve a problem: UPS Check</li> <li>Students work collaboratively to solve problems</li> <li>Have students write their own problems in context that has meaning for them.</li> </ul>
Mathematically Rigorous Learning Experiences	Increase the depth and complexity of lessons so that students have the academic knowledge and skills that they need to meet the challenges of the 21 <sup>st</sup> century	<ul style="list-style-type: none"> <li>When planning, look at the suggested resources and choose a learning plan that incorporates rigorous, open ended activities</li> <li>Incorporate Process Standards to increase the rigor of problems</li> <li>Use high-level questioning strategies that promote critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are open-ended and require students to think and reason about the math</li> <li>Students are working collaboratively to solve a problem Students think and reason about mathematics and communicate their understanding through written and verbal responses Tasks that are relevant to real world situation</li> </ul>

Progress from Concrete to Pictorial to Abstract (C-P-A)	A presentation sequence that moves gradually from concrete objects through pictures then to symbols	<ul style="list-style-type: none"> <li>Plan the use of the manipulatives within the lesson</li> <li>Reuse the same manipulatives for many concepts, helping students generalize. <ul style="list-style-type: none"> <li>Ex: Two color chips for counting, grouping, array, organizing, etc.</li> </ul> </li> <li>Keep the manipulatives easily accessible in the classroom for students to use at their discretion</li> <li>Allow students to transition through each phase at their own pace</li> <li>Manipulatives and pictorial modeling</li> <li>Build on the use of manipulatives at the elementary level to support understanding of concepts at the secondary level: <ul style="list-style-type: none"> <li>Ex: The use of base 10 blocks for multiplication on elementary and the use of algebra tiles for multiplication in Algebra I</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students routinely use manipulatives, as tools that support understanding of the concept</li> <li>Students make connections between concrete, pictorial and abstract in the context of a math situation</li> </ul>
Incorporate Frequent Formative and Summative Assessment	Formative Assessment is a process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of content. Summative Assessment happens at the end of unit or course and assesses student mastery of content.	<ul style="list-style-type: none"> <li>Formative assessment is an ongoing part of the teaching cycle</li> <li>Use progress monitoring tools to track mastery of skills and SEs.</li> <li>Used to drive instruction</li> <li>Used to create flexible grouping</li> <li>Questioning and student talk are evident as part of ongoing formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Students monitor their own mastery of content</li> <li>Students keep a year long record of SEs and progress toward mastery.</li> <li>Students graph pre-, during, and post-assessment data during a unit.</li> </ul>
Gradual Release of Learning	Using scaffolding to shift from teacher-centered to student-centered instruction.	<ul style="list-style-type: none"> <li>Use during the Explain and Explore parts of the lesson cycle</li> <li>Utilize Problem Solving Recording Sheets that are based on the gradual release of learning: <ul style="list-style-type: none"> <li>Whole group instruction</li> <li>Guided Practice</li> <li>Student Collaboration</li> <li>Independent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students are responding to teacher guiding questions throughout the Think-Aloud</li> <li>Students work collaboratively during guided practice</li> <li>Students work independently after completion of the teaching cycle</li> </ul>

## Seguin ISD Tier 1 ELA PK-12 Balanced Literacy Instruction

The graphic below illustrates Balanced Literacy Instruction. For more information, see Seguin ISD Balanced Literacy Guide.

### What is Balanced Literacy?





## Seguin ISD Tier 1 Social Studies High-Yield Instructional Strategies

Components of Effective Instruction	Description	Teacher Actions	Student Actions
High quality lesson planning: Planning Protocol	Teachers plan collaboratively with the end in mind to provide high-quality constructive learning experience.	Utilize the Seguin ISD Planning Protocol Steps 1-5 to plan effective instruction <ul style="list-style-type: none"> <li>Determine the focus concepts and standards for each unit and how they will be assessed</li> <li>Determine what instructional resources are needed to teach the concepts and how all learners can be supported through differentiation</li> <li>Develop guiding questions that align to the focus concepts</li> <li>Consider the use of resources that help students chunk large amounts of material               <ul style="list-style-type: none"> <li>Ex: graphic organizers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students are engaged in Social Studies rich tasks that are aligned to the standards</li> <li>Students are working collaboratively through purposeful grouping</li> <li>Students making connections to real-world situations</li> </ul>
Historical Inquiry	Historical inquiry is the process of investigation undertaken in order to understand the past.	Teachers will demonstrate the following steps in the inquiry process: <ul style="list-style-type: none"> <li>Pose questions about the past</li> <li>Help students locate sources, both primary and secondary</li> <li>Demonstrate how to analyze sources, both primary and secondary</li> <li>Teach historical content along with the inquiry process</li> </ul>	<ul style="list-style-type: none"> <li>Students are engaged in the inquiry process</li> <li>Students are analyzing sources collaboratively and independently</li> <li>Students are using evidence from sources to answer questions posed about the past</li> </ul>
Vocabulary-Rich Instruction	Active vocabulary practice helps students develop academic language and access academic texts.	<ul style="list-style-type: none"> <li>Determine the key academic vocabulary for each unit</li> <li>Incorporate activities that emphasize the use of academic vocabulary               <ul style="list-style-type: none"> <li>Ex: word walls, word sorts, vocabulary journals, matching activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students are using academic vocabulary in the classroom</li> <li>Students have a resource of academic vocabulary as a reference</li> </ul>
Integrating Reading and Writing	Teachers will support reading and writing across the content areas.	<ul style="list-style-type: none"> <li>Plan lessons that incorporate reading and writing activities</li> <li>Use the Common Instructional Framework (CIF) Strategies               <ul style="list-style-type: none"> <li>Ex: Writing to Learn, Literacy Groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students are reading collaboratively and independently in class using both primary and secondary sources</li> <li>Students are writing collaboratively and independently in class</li> </ul>

Incorporate Frequent Formative and Summative Assessment	<p>Formative Assessment is a process that provides feedback to adjust ongoing teaching and learning in an effort to improve students' achievement of content.</p> <p>Summative Assessment occurs at the end of unit or course and assesses student mastery of content.</p>	<ul style="list-style-type: none"> <li>• Use progress monitoring tools to track mastery of skills and SEs</li> <li>• Use assessment data to create flexible grouping</li> <li>• Questioning and student talk are evident as part of ongoing formative assessment</li> <li>• Use rigorous, STAAR-like questions in both formative and summative assessments</li> <li>• Consider bundling of summative assessments to mirror STAAR</li> </ul>	<ul style="list-style-type: none"> <li>• Students monitor their own mastery of content</li> <li>• Students keep a year long record of SEs and progress toward mastery.</li> <li>• Students graph assessment data during a unit</li> </ul>
Gradual Release of Learning	Using scaffolding to shift from teacher-centered to student-centered instruction.	<ul style="list-style-type: none"> <li>• Use during the Explain and Explore parts of the lesson cycle</li> <li>• Follow the cycle of the gradual release of learning: <ul style="list-style-type: none"> <li>○ Whole group instruction</li> <li>○ Guided Practice</li> <li>○ Student Collaboration</li> <li>○ Independent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students are responding to teacher guiding questions throughout the Think-Aloud</li> <li>• Students work collaboratively during guided practice</li> <li>• Students work independently after completion of the teaching cycle</li> </ul>

**Seguin ISD Tier I Science  
High-Yield Instructional Strategies**

<b>Components of Effective Instruction</b>	<b>Description</b>	<b>Teacher Actions</b>	<b>Student Actions</b>
High quality lesson planning: Planning Protocol	Teachers plan collaboratively with the end in mind to provide high-quality constructive learning experience.	Utilize the Seguin ISD Planning Protocol Steps 1-5 to plan effective instruction <ul style="list-style-type: none"> <li>• Determine the concepts and standards for each unit and how they will be assessed</li> <li>• Determine what instructional resources are needed to teach the concepts</li> <li>• Incorporate 5-E Lesson design</li> </ul>	<ul style="list-style-type: none"> <li>• Students are engaged in science rich tasks that are aligned to the standards</li> <li>• Students are working collaboratively through purposeful grouping</li> <li>• Students are making connections and justifying solutions</li> </ul>
Interactive Journal	Each student uses a journal to draw observations, collect data, record information, and summary reflections, etc.	<ul style="list-style-type: none"> <li>• Model the use of the interactive notebook</li> <li>• Set expectations on the requirements for the interactive notebook</li> <li>• Allow students flexibility in how they will present their learning</li> <li>• Have an interactive notebook updated and available for students that are absent</li> <li>• Provide a rubric/guide for the interactive notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize the interactive notebook daily</li> <li>• Follow the expectations on the up keep of the interactive notebook</li> <li>• Use the interactive notebook to draw observations, collect data, record information, and write reflections.</li> <li>• Use interactive notebook as a study tool or resource</li> <li>• Turn in interactive notebook to the teacher every six weeks for secondary and every nine weeks for elementary</li> </ul>
Hands-on experiences	The proper use of equipment and materials through the scientific process	<ul style="list-style-type: none"> <li>• Model the use of the equipment prior to experiments</li> <li>• Set expectations for the use of the equipment</li> <li>• Expect group collaboration</li> <li>• Use high-level questioning strategies that promote critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Students are expected to follow the appropriate handling of equipment</li> <li>• Students are required to follow specific laboratory rules</li> <li>• Students are expected to collaborate with peers</li> <li>• Students are expected to use the scientific process to arrive at a conclusion</li> <li>• Students make real world connections</li> </ul>

Vocabulary rich environment	The use of academic vocabulary by teachers and students through oral, auditory and visual connections.	<ul style="list-style-type: none"> <li>• Teacher models the use of academic vocabulary</li> <li>• Teacher uses manipulative to demonstrate the use of vocabulary</li> <li>• Teacher uses real world connections to relate to academic vocabulary</li> <li>• Teacher builds on the use of academic vocabulary to increase their knowledge of science</li> </ul>	<ul style="list-style-type: none"> <li>• Students are expected to use the academic vocabulary in the classroom</li> <li>• Students routinely use manipulative or tools that support the understanding of the concepts</li> <li>• Students make connections between abstract to concrete by visuals and or manipulatives</li> </ul>
Incorporate Frequent Formative and Summative Assessment	Assessing students frequently to determine students' mastery of the content and TEKS.	<ul style="list-style-type: none"> <li>• Teacher formally assesses the students regularly to check for understanding</li> <li>• Teacher uses a progress monitoring tools to track mastery of skills and SEs.</li> <li>• Teacher uses progress to drive planning and instruction</li> <li>• Teacher uses progress to create intervention groups</li> </ul>	<ul style="list-style-type: none"> <li>• Students monitor their own mastery of content</li> <li>• Students track their progress of mastery by TEK/SE</li> <li>• Students graph assessment data per unit assessment</li> </ul>
Gradual Release of Learning (student-centered)	Students will take the lead to discuss, teach and explain the learning to their peers. The teacher will act as a facilitator.	<ul style="list-style-type: none"> <li>• Teacher will model the expectations for the students.</li> <li>• Teacher will model the gradual release of learning.</li> <li>• Teachers will gradually release the learning to the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will practice skills modeled by the teacher</li> <li>• Students will collaborate with other students</li> <li>• Students will interact in rich conversations</li> </ul>

## Seguin ISD Tier 1 Behavior Systems High-Yield Behavioral Strategies

Components of Effective PBIS Framework	Description	Adult Actions	Student Actions
PBIS Team	<ul style="list-style-type: none"> <li>Team has administrative support</li> <li>Team has regular meetings - at least monthly</li> <li>Team has established a clear mission/purpose</li> <li>Team membership includes representation of all campus staff</li> </ul>	<ul style="list-style-type: none"> <li>The campus principal supports PBIS</li> <li>An administrator is on the PBIS team as well as grade level/content area leaders</li> <li>The PBIS team regularly communicates with the campus about its mission, behavior concerns, and goals</li> </ul>	
Faculty Commitment	<ul style="list-style-type: none"> <li>Faculty are made aware of campus behavior data</li> <li>Faculty are involved in establishing and reviewing goals</li> <li>Faculty feedback is obtained throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>The PBIS team solicits campus feedback throughout the year</li> <li>The campus administration establishes procedures for managing discipline and trains the staff</li> <li>PBIS team reports behavior data</li> </ul>	
Effective Procedures for Dealing with Discipline	<ul style="list-style-type: none"> <li>Discipline process described in narrative format or depicted in graphic format</li> <li>Discipline process includes documentation procedures</li> <li>Discipline referral and behavior notice forms include information useful in decision making <ul style="list-style-type: none"> <li>Ex: Date, time, staff, behavior, location, people involved</li> </ul> </li> <li>Problem behaviors are defined</li> <li>Major (office-managed)/minor (classroom-managed) behaviors are clearly differentiated</li> <li>Suggested array of appropriate responses to major (office-managed) problem behaviors</li> </ul>	<ul style="list-style-type: none"> <li>The campus administration will conduct detailed training on every aspect of the discipline procedures</li> </ul>	
Data Entry & Analysis Plan Established	<ul style="list-style-type: none"> <li>Data system is used to collect and analyze referral data and additional data <ul style="list-style-type: none"> <li>Ex: attendance, grades, faculty attendance, surveys</li> </ul> </li> <li>Data analyzed by PBIS team at least monthly</li> <li>Data regularly shared with PBIS team and faculty at least four times a year</li> </ul>	<ul style="list-style-type: none"> <li>The campus administration and PBIS team will collect and analyze data, including student and faculty surveys</li> <li>Data includes discipline referrals and behavior notices to accurately identify patterns or areas of concern on the campus</li> </ul>	

Expectations & Rules Developed	<ul style="list-style-type: none"> <li>• The positively stated school-wide expectations of Respectful, Responsible, and Safe are posted around school</li> <li>• Expectations apply to both students and staff</li> <li>• Rules are developed and posted for specific settings (settings where data suggests rules are needed)</li> <li>• Rules are linked to expectations</li> </ul>	<ul style="list-style-type: none"> <li>• The PBIS team and teaching staff will establish and post rules and expectations for all areas, including classrooms</li> <li>• Staff are involved in the development of rules and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Students can also be involved in the development of rules and expectations</li> <li>• Students will learn school-wide rules and expectations</li> </ul>
Reward/ Recognition Program Established	<ul style="list-style-type: none"> <li>• A system of rewards has elements that are implemented consistently across campus</li> <li>• A variety of methods are used to reward students</li> <li>• Rewards are linked to expectations and rules</li> <li>• Rewards are varied to maintain student interest</li> <li>• Ratios of acknowledgement to corrections are high</li> <li>• Students are involved in identifying and developing incentives</li> <li>• The system includes incentives for staff/faculty</li> </ul>	<ul style="list-style-type: none"> <li>• The PBIS team and campus staff will create a school-wide system of rewards</li> <li>• Faculty will give a high ratio of positive acknowledgements to students (4 to 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Students help identify incentives and rewards</li> <li>• Students exhibit positive behaviors and adhere to rules and expectations</li> </ul>
Lesson Plans for Teaching Expectations/ Rules	<ul style="list-style-type: none"> <li>• A behavioral curriculum includes teaching expectations and rules</li> <li>• Lessons include examples and non-examples</li> <li>• Lessons use a variety of teaching strategies</li> <li>• Lessons are embedded into subject area curriculum</li> <li>• Faculty/staff and students are involved in development and delivery of behavioral curriculum</li> <li>• Develop and implement strategies to share key features of PBIS program with families and the community</li> </ul>	<ul style="list-style-type: none"> <li>• The PBIS team and teaching staff will develop lesson plans for teaching expectations, rules, and discipline procedures.</li> <li>• The PBIS team will develop a plan for sharing key features of the PBIS program with families</li> </ul>	

Implementation Plan	<ul style="list-style-type: none"> <li>• Develop and use lesson plans to teach the components of the discipline system to all staff</li> <li>• Train staff to teach expectations/ rules/rewards</li> <li>• Teach students expectations/ rules/rewards</li> <li>• Develop “Booster sessions” for students and staff throughout the school year</li> <li>• Plan schedule for rewards/incentives throughout the year</li> <li>• Implement plans for involving families and community</li> </ul>	<ul style="list-style-type: none"> <li>• The PBIS team will develop lesson plans to teach all of the staff how to implement the PBIS expectations and teach them to the students</li> <li>• The PBIS team will schedule booster sessions to reinforce implementation</li> <li>• The PBIS team will develop a plan for orienting new students and staff on the PBIS program</li> <li>• The PBIS will create a plan for involving parents and the community in the PBIS program</li> <li>• The implementation plan will be communicated to families by teachers and through campus correspondence</li> </ul>	
Classroom Systems	<ul style="list-style-type: none"> <li>• Classroom rules are defined for each of the school-wide expectations and are posted in classrooms</li> <li>• Classroom routines and procedures are explicitly identified for activities where problems often occur</li> <li>• Expected behavior routines in classroom are taught</li> <li>• Classroom teachers use immediate and specific praise</li> <li>• Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors</li> <li>• Procedures exist for tracking classroom behavior problems</li> <li>• Classrooms have a range of consequences/interventions for problem behavior that are consistently delivered</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers will establish and teach rules, expectations, and procedures</li> <li>• Classroom teachers will post rules, expectations, and procedures</li> <li>• Classroom teachers will have a range of consequences/interventions for problem behavior</li> </ul>	
Evaluation	<ul style="list-style-type: none"> <li>• Students and staff are surveyed about PBIS</li> <li>• Students and staff can identify expectations and rules</li> <li>• Staff use referral process and forms appropriately</li> <li>• Staff use reward system appropriately</li> <li>• Outcomes are documented and used to evaluate PBIS plan</li> </ul>	<ul style="list-style-type: none"> <li>• The PBIS team will conduct student and staff surveys about PBIS</li> <li>• Staff use the referral process</li> <li>• Staff use the reward system</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in surveys</li> <li>• Students can identify rules and expectations</li> </ul>

Components of Effective Classroom Management - STOIC	Description	Teacher Actions	Student Actions
Structure Classroom for Success	<p><b>Vision</b></p> <p><i>When you know where you are headed, you can guide students to their own success.</i></p>	<ul style="list-style-type: none"> <li>• Understand how to shape behavior</li> <li>• Understand motivation</li> <li>• Identify long-range classroom goals</li> <li>• Develop guidelines for success</li> <li>• Maintain positive expectations</li> <li>• Implement effective instructional practices</li> <li>• Initiate and maintain family contacts</li> </ul>	<ul style="list-style-type: none"> <li>• The students will participate in developing long-range goals, classroom expectations and guidelines for success</li> </ul>
	<p><b>Organization</b></p> <p><i>When you have well-organized routines and procedures for your classroom, you model and prompt organized behavior from your students.</i></p>	<ul style="list-style-type: none"> <li>• Arrange an efficient daily schedule</li> <li>• Create a positive physical space</li> <li>• Use an attention signal</li> <li>• Design effective ending and beginning routines</li> <li>• Manage student assignments</li> <li>• Manage independent work periods</li> </ul>	
	<p><b>Management Plan</b></p> <p><i>Prepare a Classroom Management and Discipline Plan that summarizes the important information, policies, and procedures you will use to motivate students and address student misbehavior.</i></p>	<ul style="list-style-type: none"> <li>• Determine the level of classroom structure</li> <li>• Develop and display classroom rules</li> <li>• Correct rule violations during the first week of school</li> <li>• Establish corrective consequences for rule violations</li> </ul>	
Teach Expectations	<p><b>Expectations</b></p> <p><i>When your expectations are clear, students never have to guess how you expect them to behave.</i></p>	<ul style="list-style-type: none"> <li>• Clarify expectations for instructional activities</li> <li>• Clarify expectations for transitions</li> <li>• Prepare lessons to communicate expectations</li> </ul>	
	<p><b>Launch</b></p> <p><i>When you teach students how to behavior responsible during the first month of school, you dramatically increase their chances of having a productive year.</i></p>	<ul style="list-style-type: none"> <li>• Summarize classroom management and discipline plan</li> <li>• Make final preparations for day one</li> <li>• Implement plan on Day One</li> <li>• Implement plan on days 2-20</li> <li>• Prepare students for special circumstances</li> </ul>	



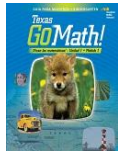


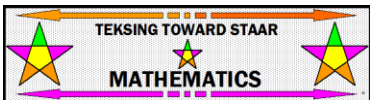
<b>Observe Student Behavior</b>	<p><b>Observe</b></p> <p><i>When you collect data, you are able to make adjustments to your Classroom Management and Discipline Plan.</i></p>	<ul style="list-style-type: none"> <li>• Circulate whenever possible and scan all portions of the room continuously</li> <li>• Use data to monitor and adjust your management and discipline plan</li> <li>• See tools on pages 237-271 of CHAMPS book</li> </ul>	
<b>Interact Positively</b>	<p><b>Motivation</b></p> <p><i>When you build positive relationships and provide frequent positive feedback, you motivate students to demonstrate their best behavior.</i></p>	<ul style="list-style-type: none"> <li>• Build positive relationships with students</li> <li>• Provide positive feedback</li> <li>• Provide intermittent celebrations</li> <li>• Strive to provide a high ratio of positive interactions</li> </ul>	
	<p><b>Classwide Motivation</b></p> <p><i>Classwide systems can increase students' motivation to behavior responsibly and strive toward goals.</i></p>	<ul style="list-style-type: none"> <li>• Effectively employ a classwide system or systems to increase motivated and responsible student behavior</li> </ul>	
<b>Correct Fluently</b>	<p><b>Correcting</b></p> <p><i>When you treat student misbehavior as an instructional opportunity, you give students the chance to learn from their mistakes.</i></p>	<ul style="list-style-type: none"> <li>• Analyze and, if needed, adjust the implementation of your basic management plan</li> <li>• Analyze and, if needed, adjust the strategies you are using to build a positive relationship with this student</li> <li>• Analyze the misbehavior and develop a function-based intervention</li> </ul>	
<b>Social Skills Curriculum</b>	<b>Description</b>	<b>Teacher Actions</b>	<b>Student Actions</b>
<b>District Resources</b>	Social skills activities connected to the school-wide expectations for grades K-2 and 3-5. Grades 6-8 incorporate social skills into designated classes or activity times.	<ul style="list-style-type: none"> <li>• Thirty minutes of instruction weekly provided by classroom teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Each student will receive and participate in at least thirty minutes of instruction weekly</li> </ul>





Character Education Program	Description	Teacher Actions	Student Actions
<b>Matador Challenge</b>	<p>Matador Challenge will inspire SISD students and the Seguin community to perform acts of kindness and compassion. We view these acts as a way to unite and strengthen our community, while also encouraging students to achieve their dreams. It is our goal and vision that the Seguin community be a place where hate is not tolerated. This will be accomplished by empowering students, families, and the community to live by the Matador Challenge: GO MATS!</p> <p>Go Make a positive impact Accept differences Take personal responsibility Serve our community</p>	<ul style="list-style-type: none"> <li>• Maintain a Matador Challenge (MC) Club on each campus</li> <li>• Have school staff and students sign a MC Resolution of Respect or comparable</li> <li>• Encourage participation in MC Clubs and the club activities</li> <li>• Encourage classroom kindness</li> <li>• Participate in annual spring Matador Challenge Community Carnival</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming members of the campus Matador Challenge club</li> <li>• Encouraging acts of kindness school-wide</li> </ul>

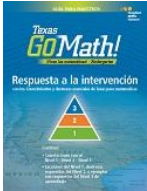

## **Appendix B:**

# **Intervention Resource Guides for Mathematics, ELA, Behavior Systems**

## Seguin ISD Mathematics Intervention Resource Guide

Intervention Resource	Description
<b>TIER I: Core Classroom Instruction</b>	
<p>Houghton-Mifflin:GoMATH!  <a href="http://www-k6.thinkcentral.com">www-k6.thinkcentral.com</a>            Grades K – 5</p> 	<ul style="list-style-type: none"> <li>• TEKS-based lessons in the 5-E Model</li> <li>• Teacher’s Edition contains interventions in each chapter</li> <li>• Digital version available</li> <li>• Spanish version available</li> <li>• ELL activities/lessons</li> <li>• RTI Tier I lesson/activities</li> </ul>
<p>McGraw-Hill: MATH  <a href="http://Connected.mcgraw-hill.com">Connected.mcgraw-hill.com</a>            Grades 6 – 8</p> 	<ul style="list-style-type: none"> <li>• TEKS-based lessons/activities</li> <li>• Digital version available</li> <li>• Virtual manipulatives</li> <li>• Online Spanish edition available</li> <li>• ELL activities</li> <li>• RTI activities/lessons</li> </ul>
<p>Investigations            Grades K-2</p> 	<ul style="list-style-type: none"> <li>• Designed to help students understand the fundamentals of number and operations, geometry, data, measurement and early algebra</li> <li>• Provides help and support for a range of learners</li> <li>• Provides regular opportunities for discussion, review and practice</li> <li>• Includes activities for workstations</li> <li>• Provides blackline masters</li> <li>• Spanish supplements available</li> </ul>
<p>TEKSing Towards STAAR            Grades 3-5</p> 	<ul style="list-style-type: none"> <li>• Offers high quality lessons and instructional materials using hands on activities</li> <li>• Assessments Available</li> <li>• Spiral Practice Available</li> </ul>
<p><a href="#">Problem Solving Recording Sheets</a>            Grades 2 - 8</p>	<ul style="list-style-type: none"> <li>• Provides strategies for Tier I instruction</li> <li>• Based on the “Gradual Release” model, Students practice: using 2 strategies, modeling Think-Alouds, whole group (Guided practice), in pairs, independently, for homework</li> </ul>

TIER II: Targeted Intervention	
<p>Houghton-Mifflin:GoMATH!</p> <p>Grades K – 5</p> <p><a href="http://www-k6.thinkcentral.com">www-k6.thinkcentral.com</a></p> 	<ul style="list-style-type: none"> <li>• RTI Tier II Digital lessons/activities</li> <li>• Downloadable PDFs available</li> </ul>
<p>McGraw-Hill: MATH</p> <p>Grades 6 – 8</p> <p><a href="http://Connected.mcgraw-hill.com">Connected.mcgraw-hill.com</a></p> 	<ul style="list-style-type: none"> <li>• RTI Tier II Digital lessons/activities</li> <li>• Downloadable PDFs available</li> </ul>
<p>Think Through Math</p> <p>Grades 3 - 8</p> <p><a href="http://www.thinkthroughmath.com">http://www.thinkthroughmath.com</a></p> 	<ul style="list-style-type: none"> <li>• Online program</li> <li>• Diagnostic available based on Quantile Framework</li> <li>• Students practice TEKS specific to their needs based on the placement test</li> <li>• Creates standards based reports</li> <li>• Spanish support available</li> </ul>
<p>NCTM-Illuminations</p> <p><a href="http://illuminations.nctm.org/">http://illuminations.nctm.org/</a></p> <p>Grades K-12</p>	<ul style="list-style-type: none"> <li>• Online program</li> <li>• Provides lesson by concept</li> <li>• Provides extension activities for enrichment</li> <li>• Provides virtual manipulatives</li> </ul>
<p>Texas Early Mathematics Model (TEMI) Intervention Booster Lessons</p> <p><a href="http://3tiermathmodel.org/intervention/">http://3tiermathmodel.org/intervention/</a></p> <p>Grades K-2</p> 	<ul style="list-style-type: none"> <li>• Lessons include mathematical concepts and skills that are aligned with the kindergarten through second grade standards</li> <li>• Available in both English and Spanish</li> <li>• Scope and Sequence Matrix shows the instructional content of the intervention across the units</li> <li>• Includes an Intervention Manual, Teacher Masters and Student Booklets</li> <li>• Progress monitoring tools are available, including Aim Checks, Unit Checks and Daily Checks</li> <li>• Includes instructional video modules in both English and Spanish</li> </ul>

TIER III: Intensive Intervention	
<p>Houghton-Mifflin:GoMATH!</p> <p>Grades K – 5</p> <p><a href="http://www-k6.thinkcentral.com">www-k6.thinkcentral.com</a></p> 	<ul style="list-style-type: none"> <li>• RTI Tier III Digital lessons/activities</li> <li>• Downloadable PDFs available</li> </ul>
<p>McGraw-Hill: MATH</p> <p>Grades 6 – 8</p> <p><a href="http://Connected.mcgraw-hill.com">Connected.mcgraw-hill.com</a></p> 	<ul style="list-style-type: none"> <li>• RTI Tier III Digital lessons/activities</li> <li>• Downloadable PDFs available</li> </ul>
<p>FASTT Math/FMSAM</p> <p>Grades 3 – 6</p>	<ul style="list-style-type: none"> <li>• Computer program to teach math fact fluency and automaticity</li> </ul>

## Seguin ISD ELA Intervention Resource Guide

Intervention Resource	Description
<b>TIER I: Core Classroom Instruction</b>	
<p>Big Day for PreK</p> <p>Grade PreK</p>	<p><i>Big Day for PreK</i> is a proven-effective comprehensive early-learning program that is organized into eight engaging and child-friendly themes. As the year progresses, the themes in this early-learning program broaden, and children begin to understand more about the world around them.</p>
<p>eCIRCLE Activity Collection (CLI Engage)</p> <p>Grade PreK</p>	<p>The CIRCLE Activity Collection translates the best early childhood development research into practice through a variety of hands-on activities that teachers can implement during large group, small group, centers, and one-on-one instruction. Language, literacy, social emotional skills, mathematics, and science are the core concepts covered in CIRCLE activities.</p>
<p>Texas Treasures</p> <p>Grades K - 5</p>	<p>This textbook adoption offers support of small group lesson plans and independent workstation activities that have manipulatives and visual resources to enhance student learning. Fiction and nonfiction readers that support science and social studies grade level content are included for your instructional support.</p>
<p>Comprehension Toolkit</p> <p>Grade K-6</p>	<p>The Comprehension Toolkit provides language and lessons for active literacy catering to the Figure 19 Comprehension TEKS. Students will learn a variety of reading strategies to monitor their comprehension, activate and connect prior knowledge, question the text, infer meaning, determine importance, and summarize and synthesize. There is a K-2 and a 3-6 version of the Comprehension Toolkit. Additional short expository readings are available in both English and Spanish.</p>
<p>Istation</p> <p>Grades PK-8</p>	<p>Istation provides research-based resources for the five components of reading.</p>

Guided Reading Grades PK - 2	Part of the Fountas and Pinnell Professional Books Series. This book explains how to create a balanced literacy program based on guided reading and supported by read aloud, shared reading, interactive writing, and other approaches.
Write Source Grades 2 - 5	This textbook adoption is designed to help students master the key writing forms, writing process, Six Traits, and grammar, usage, and mechanics skills.
Spelling Connections Grades K - 5	This textbook adoption provides explicit spelling instruction to help students retain, internalize, and transfer valuable spelling knowledge for improved results in all areas of literacy.
Lucy Calkins Units of Study Grades PK - 5	This resource introduces the principles and methods that underlie high-quality writing instruction and details the classroom structures and instructional frameworks that characterize effective writing workshops. Ensuing chapters describe the architecture of mini lessons, conferences, and small-group strategy sessions. In addition to describing the management systems that make writing workshops rigorous and responsive, select chapters consider how to assess writers and use data to inform your instruction, how to support English language learners, and how the writing workshop can build on and support teaching throughout your literacy block and across the curriculum.
Holt McDougal Literature Texas Grades 6 – 12	Holt McDougal Literature is an anthology that provides selections in multiple genres designed to help English Language Arts students successfully meet the student expectations for Grades 6 through 12.
<a href="#">Florida Center for Reading Research</a> Grades PK - 5	Online resource that contains Student Center Activities for use in kindergarten through fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offers important insights on differentiated instruction and how to use the Student Center materials.
<a href="#">Professor Garfield</a> Grades K-8	Online resource that provides free innovative and motivational digital learning content with a primary emphasis on children's literacy and creative expression. Includes fun and educationally sound interactive activities and games where kids like to play -- on the Internet -- supplemented with standards-based resources for teachers, parents and mentors.
<a href="#">Readworks.org</a> Grades 2 - 8	Online resource that provides research-based units, lessons, and authentic, leveled non-fiction and literary passages directly to educators online, for free, to be shared broadly.

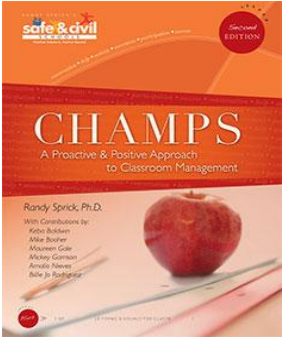
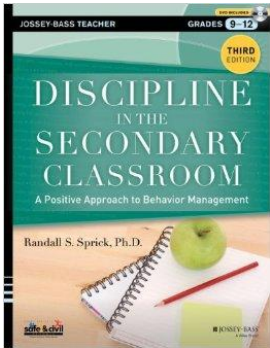


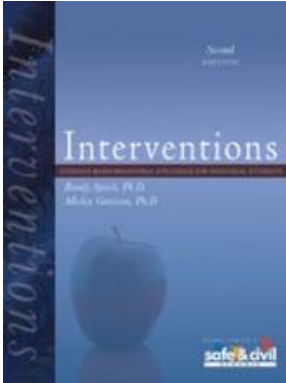
TIER II: Targeted Intervention OR TIER III: Intensive Intervention	
<p>Istation Intervention Lessons</p> <p>Grades K-8</p>	<p>Istation provides research-based resources for focused intervention in the five components of reading.</p>
<p>Mentoring Minds</p> <p>Grades 2 - 5</p>	<p>This resource provides on- grade level passages with TEKS question stems to be used as you model thinking. This resource is not recommended to be used as independent practice. By utilizing open-ended questioning, a teacher is able to evaluate the student's understanding of a concept, the analytical thinking, and ability to use multiple-choice questions to analyze right and wrong elements of a concept. Great resource for small group think alouds, reteach and strategy work.</p>
<p>Comprehension Intervention Small Group Lessons for the Comprehension Toolkit</p> <p>Grades K-6</p>	<p>Created to follow each <i>Toolkit</i> lesson, these small- group sessions narrow the instructional focus, concentrating on critical aspects of the <i>Toolkit's</i> lesson strategy to reinforce kids' understanding, step by step. Using the language of the <i>Toolkits</i> in a small- group setting, <i>Comprehension Intervention</i> approaches each Toolkit strategy lesson in a new way and with new texts and breaking down the original Toolkit instruction into smaller steps, making learning more accessible for students receiving Tier 2 interventions. There is a K-2 and a 3-6 Comprehension Intervention small- group book.</p>
<p>Scaffolding for ELL from the Comprehension Toolkit</p> <p>Grades K-2</p>	<p>Scaffolding The Primary Comprehension Toolkit for English Language Learners provides additional lessons for ELL students in the areas of vocabulary and language structure.</p>
<p>Texas Portals for Reading</p> <p>Grades 6-8</p>	<p>The Texas <i>Portals</i> ELD program, for struggling readers in Grades 6-8, is a stand-alone intensive intervention reading/language arts program that addresses the needs of students who are two or more years below grade level. The program provides an approach that helps the adolescent learner read with confidence and understanding, communicate his or her knowledge, and develop a lifelong habit of reading.</p>
<p>After the Bell</p> <p>Grades 1 – 8</p>	<p><b>After the Bell</b> is an easy-to-teach, research-based, and results-oriented summer or extended-day curriculum developed especially for the challenges and time pressures you face in any classroom situation.</p>

Measuring Up Grades 3 – 5, 8	Assessment, instruction, and practice materials, print and internet-base are created for the TEKS. These resources teach and support the standards as well as prepare students for the rigorous STAAR assessments.
Language Power Grades K - 2	A flexible and portable solution that helps educators tackle the unique challenges that English language learners pose. This highly differentiated and rich instruction resource is anchored by a dynamic, level-appropriate text set that provides rigorous instruction in the four language domains: listening, speaking, reading, and writing.
<a href="#">Essential Reading Strategies for the Struggling Reader</a> Grades K - 6	This booklet contains 62 research-based example activities for supplementary intervention in fluency, phonological awareness, instructional reading, and word analysis and spelling. After initial instruction, many of these can be adapted for use in learning centers.
<a href="#">Supplemental Instruction for Struggling Readers, Grade 3: A Guide for Tutors</a>	This manual provides examples of research-based supplemental intervention lessons designed for at-risk elementary students. Fluency, word study, instructional reading, and writing are integrated into each lesson.
<a href="#">Vocabulary and Comprehension: Effective Upper-Elementary Interventions for Students with Reading Difficulties</a> Grades 3-6	Developed with funds from The Meadows Foundation, this booklet provides a set of reading comprehension strategies that upper-elementary students can learn to use before, during, and after reading. It provides detailed instructional routines that can promote student engagement with expository text, particularly for struggling students.
<a href="#">Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers</a> Grades 6-12	This resource contains a collection of activities and strategies designed to support high school students struggling with language arts and reading.
<a href="#">Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook</a> Grades 6 - 12	This resource contains an overview of research-based instructional strategies for teaching adolescent students who struggle with reading.
<a href="#">Word Recognition and Fluency: Effective Upper-elementary Interventions for Students with Reading Difficulties</a> Grades 3 - 6	The intervention lessons in this booklet can help struggling students build word recognition and fluency skills in a systematic and cumulative fashion.

Title	Description
<b>References for Balanced Literacy</b>	
The Continuum of Literacy Learning Grades PK-2, 3-8	Part of the Fountas and Pinnell Professional Books Series. A literacy framework defining skills and components for student expectations for reading levels 1-30 in the areas of reading, writing, and word study. This resource provides explicit focus for each component to balance literacy.
Literacy Beginnings Grade Pre-K	Part of the Fountas and Pinnell Professional Books Series. This resource provides detailed descriptions of language and literacy behaviors and understandings for teachers, while offering practical strategies for the prekindergarten classroom. Full of resources like songs, rhymes, and finger plays, <i>it</i> also includes 35 ready-to-use lessons to introduce young children to reading and writing.
<a href="#">Reading Rockets</a> Grades PK - 3	This comprehensive website features reading news headlines, research-based articles, tips for parents and educators, video interviews with literacy experts and top children's book authors, a monthly e-newsletter, national and local resources, and much more.
<a href="#">Colorín Colorado</a> Grades PK - 3	This website provides information, activities, and advice for Spanish-speaking parents and educators of English language learners (ELLs).
Interactive Writing Grades K-2	Part of the Fountas and Pinnell Professional Books Series. This resource is specifically focused on the early phases of writing. In a clear, step-by-step format, the authors show how teachers can use interactive writing to teach a range of foundational literacy skills by sharing the pen with young writers
Guiding Readers and Writers Grades 3-6	Part of the Fountas and Pinnell Professional Books Series. This resource explores all of the essential components of a quality literacy program in six separate sections: Breakthrough to Literacy, Independent Reading, Guided Reading, Literature Study, Teaching for Comprehension and Word Analysis, and The Reading and Writing Connection. This resource is a valuable tool to use in conjunction with the <i>Continuum of Literacy Learning</i> .
<a href="#">Florida Center for Reading Research</a> Grades PK - 5	This website provides a selection of resources and materials of particular interest to education practitioners, including pedagogical information for empowering teachers with the skills and knowledge for effective instruction in the classroom.

## Seguin ISD Behavior Intervention Resource Guide

Intervention Resource	Description
<b>TIER I – Core Classroom Instruction</b>	
<p>Pbis.org</p> <p><a href="http://www.pbis.org/default.aspx">http://www.pbis.org/default.aspx</a></p>	<ul style="list-style-type: none"> <li>• US Department of Education website that includes information on the implementation of PBIS</li> <li>• Information is included for schools, families, and the community</li> <li>• Includes current research on PBIS</li> <li>• Training modules available</li> </ul>
<p>PBIS World (Positive Behavior Interventions and Support)</p> <p><a href="http://www.pbisworld.com/">www.pbisworld.com/</a></p>	<ul style="list-style-type: none"> <li>• Resources to support the implementation of PBIS</li> <li>• Strategies for dealing with a wide variety of behavioral issues</li> <li>• See high-interest links below:</li> <li>• <a href="#">Student incentives for PBIS</a></li> <li>• <a href="#">Adult incentives for PBIS</a></li> </ul>
<p>CHAMPS: A Proactive and Positive Approach to Classroom Management</p> 	<ul style="list-style-type: none"> <li>• Textbook that provides information on implementing CHAMPS classroom management system</li> <li>• Chapter topics include more details on the Classroom Management STOIC variables</li> <li>• All campuses have at least one copy</li> </ul>
<p>Discipline in the Secondary Classroom</p> 	<ul style="list-style-type: none"> <li>• Textbook that provides information on implementing CHAMPS/ACHIEVE classroom management systems</li> <li>• Chapter topics include more details on the Classroom Management STOIC variables</li> <li>• All secondary campuses have at least one copy</li> </ul>

<p>Interventions: Evidence-Based Behavioral Strategies for Individual Students</p> 	<ul style="list-style-type: none"> <li>• Textbook written by Randy Sprick</li> <li>• Includes examples of evidence-based interventions designed to increase motivation and improve behavior</li> <li>• Each chapter of the book discusses a different intervention, with information on implementation, sample forms, charts, and data-collection tools</li> </ul>
<p>The Teacher Toolkit Website</p> <p><a href="http://www.theteachertoolkit.com/">http://www.theteachertoolkit.com/</a></p>	<ul style="list-style-type: none"> <li>• Website developed as a project of the Region 13 Educator Certification Program (ECP) Transition to Teaching grant from the United States Department of Education</li> <li>• Includes information about various “tools” that teachers can use in the classroom</li> <li>• One category for Classroom Management Tools</li> <li>• Designed for novice teachers, but also includes new ideas for veteran teachers</li> </ul>
<p>Florida’s Positive Behavior Support Project: A Multi-Tiered Support System</p> <p><a href="http://flpbs.fmhi.usf.edu/">http://flpbs.fmhi.usf.edu/</a></p>	<ul style="list-style-type: none"> <li>• Website developed by the State of Florida’s Department of Education</li> <li>• Contains links to information about PBIS</li> <li>• Includes resources for teachers to use</li> </ul>
<p>The Teaching Channel</p> <p><a href="https://www.teachingchannel.org/">https://www.teachingchannel.org/</a></p>	<ul style="list-style-type: none"> <li>• Website that contains videos showing teachers in the classroom modeling techniques for behavior systems</li> </ul>
<p>Social Skills Curriculum PK-5</p> <p><i>Seguin ISD Resources</i></p>	<ul style="list-style-type: none"> <li>• Each student receives at least 30 minutes a week of social skills content provided by classroom teacher</li> <li>• Lesson plans are provided to teachers</li> <li>• Lessons are developmentally appropriate</li> <li>• Every opportunity is taken to refer lessons back to the school-wide expectations of <i>Be Respectful-Responsible- Safe.</i></li> </ul>
<p>Guidance Lessons</p> <p><i>Primarily for elementary campuses</i></p>	<ul style="list-style-type: none"> <li>• Lessons are conducted by school counselors</li> </ul>

## TIER II - Targeted Intervention

### Bridges Program Manual



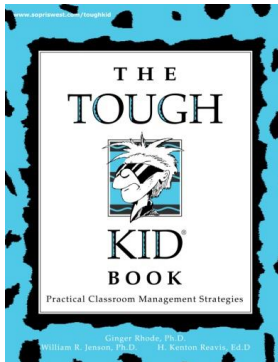
- Program manual provided by Emergent Tree
- Includes information and resources to support implementing Solid Roots interventions

### Interventions: Evidence-Based Behavioral Strategies for Individual Students



- Textbook written by Randy Sprick
- Includes examples of evidence-based interventions designed to increase motivation and improve behavior
- Each chapter of the book discusses a different intervention, with information on implementation, sample forms, charts, and data-collection tools

### The Tough Kid Series



- A comprehensive library of practical, research-based strategies that help teachers deal with a range of behavioral issues

### TIER III – Intensive Intervention

#### Solid ROOTS Program Manual



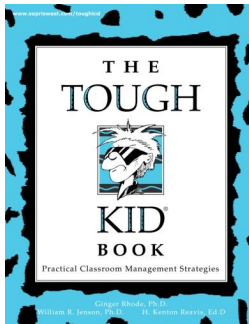
- Program manual provided by Emergent Tree
- Includes information and resources to support implementing Solid ROOTS interventions

#### Interventions: Evidence-Based Behavioral Strategies for Individual Students



- Textbook written by Randy Sprick
- Includes examples of evidence-based interventions designed to increase motivation and improve behavior
- Each chapter of the book discusses a different intervention, with information on implementation, sample forms, charts, and data-collection tools

#### The Tough Kid Series



- A comprehensive library of practical, research-based strategies that help teachers deal with a range of behavioral issues

#### Red and Green Choices

<http://www.redandgreenchoices.com/>

- Teacher website for autism interventions
- Includes detailed samples of interventions





## **Appendix C:**

### **Tier 2 and 3 Behavior Intervention Menus**

## Seguin ISD Tier 2 Behavior Intervention Menu

	Intervention	Description	Additional Information
Required Components of Bridges Program	Check-In/Check-Out (CICO)	<ul style="list-style-type: none"> <li>Students check in and out daily with assigned mentor teacher</li> <li>Provides non-contingent attention twice every school day</li> <li>Proactively prepares students for successful school day or evening</li> </ul>	<ul style="list-style-type: none"> <li>For additional information, see Bridges Manual pp 32 – 33.</li> <li>CICO Template is available in the Teacher Resources section of the <a href="#">Seguin ISD Response to Intervention (RtI) website</a>.</li> </ul>
	Standardized Daily Behavior Report Card (DBRC)	<ul style="list-style-type: none"> <li>Standardized DBRC is based on the Seguin ISD school-wide expectations: Safe, Respectful, Responsible.</li> <li>Provides immediate feedback from teachers and staff regarding progress on behavior goals on a regularly scheduled basis</li> <li>Assists students in learning self-monitoring of behavior</li> </ul>	<ul style="list-style-type: none"> <li>Allows for student self awareness.</li> <li>Is not used as a tool for punishment or rewards, but rather as a <i>reflection</i> sheet.</li> <li>It takes a few minutes a day to have reflection time with a student on a DBRC.</li> <li>For additional information, see Bridges Manual pp 34-38.</li> <li>Standardized DBRC Template is available on the <a href="#">Seguin ISD Response to Intervention (RtI) website</a>.</li> </ul>
	Weekly Social Skills Instruction: Safe, Respectful, Responsible	<ul style="list-style-type: none"> <li>Proactively and preventively address student difficulties in the areas of safe, respectful and responsible behaviors.</li> <li>Small group instruction should be provided in the same way teachers provide direct instruction for students struggling in the area of academics.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Social Skills Lessons are located in the Bridges Social Skills Manual.</li> <li>Social Skills Lessons Appendix Resources are located on the <a href="#">Seguin ISD Response to Intervention (RtI) website</a>.</li> <li>For additional information, see Bridges Manual pp 39-43.</li> </ul>
Additional Interventions	Mentor	<ul style="list-style-type: none"> <li>This could be tied to the CICO and the DBRC.</li> <li>The mentor should not be someone who administers discipline to the student.</li> </ul>	<ul style="list-style-type: none"> <li>This could be an older student in an upper grade</li> <li>This could be a person the student has a rapport with</li> <li>This could be a community member or volunteer</li> <li>This could be the teacher the student reflects with about the DBRC</li> </ul>

	Goal setting with student	<ul style="list-style-type: none"> <li>• This intervention follows specific implementation steps:               <ul style="list-style-type: none"> <li>○ Review the problem and overall goal for the student.</li> <li>○ Determine who will meet with the student.</li> <li>○ Select a goal -setting format.</li> <li>○ Set up a time to meet.</li> <li>○ Identify immediate actions the student can take to move toward the goal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Follows a format</li> <li>• Visuals support student self awareness</li> <li>• Places responsibility on the student</li> </ul>
	Structured reinforcement system	<ul style="list-style-type: none"> <li>• Used to motivate students to improve their behavior through the use of external rewards.</li> <li>• Used when problems have been resistant to simpler solutions.</li> <li>• Once specific behaviors have been identified, a system is set up to provide the student with reinforcers for successfully meeting goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor students behavior</li> <li>• Count points; identify a menu of possible rewards or privileges.</li> <li>• Determine how many points will be needed for the student to earn reinforcers.</li> </ul>
	Individual and visual schedules	<ul style="list-style-type: none"> <li>• This can be an object schedule, visual picture exchange communication system (PECS) schedule, or a written schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires daily access and feedback from teacher</li> </ul>
	Non-verbal cues and signals	<ul style="list-style-type: none"> <li>• These are cues teachers can use to communicate needs of students without interrupting instruction (i.e. if a student needs to take meds at the nurses' office, or if a student has a personal need).</li> <li>• These may be talked about and worked out as part of the classroom procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• A system can be worked out with students with personal needs on the first week of class</li> </ul>

## Seguin ISD Tier 3 Behavior Intervention Menu

	Intervention	Description	Additional Information
Essential Components of Solid ROOTS	Daily Behavior Report Card (DBRC)	<ul style="list-style-type: none"> <li>The DBRC is created using the data from the ABC observations. The DBRC tracks the student's behavior throughout the day.</li> <li>The DBRC is reviewed at CICO</li> <li>Score at least four times a day.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Progress monitoring.</li> <li>For additional information, see Solid ROOTS Manual, pages 44-52.</li> <li>Review at least every six weeks, every three weeks preferably.</li> <li>Forms are located in Appendix A, pages 4-6.</li> </ul>
	Social Skills Instruction	<ul style="list-style-type: none"> <li>Lessons are targeted and individualized</li> <li>Teach, pre-teach, and re-teach social, coping, communication, problem-solving and organizational skills</li> <li>Regularly scheduled basis</li> </ul>	<ul style="list-style-type: none"> <li>Best practice is to conduct daily lessons. Lessons must be conducted at least weekly.</li> <li>For additional information, see Solid ROOTS Manual, pages 38-42.</li> </ul>
	Check-In/Check-Out (CICO)	<ul style="list-style-type: none"> <li>The student checks in and out daily with an adult to monitor behavior and progress</li> <li>CICO is non-contingent on behavior</li> <li>Temperature check and DBRC check</li> <li>Goals are set</li> </ul>	<ul style="list-style-type: none"> <li>Conducted at the beginning and ending of the school day.</li> <li>For additional information, see Solid ROOTS Manual, page 43.</li> <li>Forms are located in Appendix A, pages 2-3.</li> </ul>
	Temperature Check	<ul style="list-style-type: none"> <li>A simple method of determining how a student is feeling at a given time</li> <li>This is part of the CICO process as well</li> <li>This is also performed at spontaneous times throughout the day</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>For additional information, see Solid ROOTS Manual, page 53.</li> <li>Forms are located in Appendix A, pages, 7-8.</li> </ul>
	Reflection Sheet	<ul style="list-style-type: none"> <li>Teaches students to consider the decisions they have made and to consider alternative solutions</li> </ul>	<ul style="list-style-type: none"> <li>For additional information, see Solid ROOTS Manual, pages 54-55.</li> <li>Forms are located in Appendix A, pages 7-8.</li> </ul>

Recommended Components of Solid ROOTS	Visual Schedules	<ul style="list-style-type: none"> <li>• Create predictability in daily routines</li> <li>• Allow students a sense of accomplishment throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>• For additional information, see Solid ROOTS Manual, pages 56-58.</li> <li>• Forms are located in Appendix A, pages 9-10.</li> </ul>
	First/Then	<ul style="list-style-type: none"> <li>• Help students delay gratification and complete non-preferred tasks</li> <li>• Teaches students to set goals and self-reward for completion</li> </ul>	<ul style="list-style-type: none"> <li>• For additional information, see Solid ROOTS Manual, pages 59-61.</li> <li>• Forms are located in Appendix A, pages 11-12.</li> </ul>
	Fist bumps	<ul style="list-style-type: none"> <li>• To make a positive connection with each student every day and to check the students' moods</li> </ul>	<ul style="list-style-type: none"> <li>• For additional information, see Solid ROOTS Manual, page 62.</li> </ul>
	Coping Strategies Board	<ul style="list-style-type: none"> <li>• Allows students to explore various coping skills and determine what works best for them</li> </ul>	<ul style="list-style-type: none"> <li>• For additional information, see Solid ROOTS Manual, pages 63-66.</li> </ul>
	Class-Wide Rewards	<ul style="list-style-type: none"> <li>• Encourages teamwork in the classroom and harnesses positive peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• For additional information, see Solid ROOTS Manual, pages 67-68.</li> </ul>
	Individual Goal Setting	<ul style="list-style-type: none"> <li>• Teaches students goal setting and self-reward through targeted and individual goals</li> </ul>	<ul style="list-style-type: none"> <li>• For additional information, see Solid ROOTS Manual, page 69.</li> <li>• Forms are located in Appendix A, page 13.</li> </ul>