ACES Public Schools SRBI: Intervention and Support Model

SRBI: Intervention and Support Model

ACES
Mission

Provide High Quality Educational Services
The Mission of ACES, a leader and innovator in education, is to empower our students, member districts, and other clients to meet educational and life challenges in the changing global environment by providing collaborative, customized, cost effective solutions to meet identified needs of our educational community.
# ACES SRBI: Intervention and Support Model

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>2</td>
</tr>
<tr>
<td>Provide High Quality Educational Services</td>
<td>2</td>
</tr>
<tr>
<td>Overview</td>
<td>6</td>
</tr>
<tr>
<td>SRBI Committee</td>
<td>6</td>
</tr>
<tr>
<td>Scientific Researched Based Interventions (SRBI)</td>
<td>7</td>
</tr>
<tr>
<td>The Core Principles of SRBI</td>
<td>7</td>
</tr>
<tr>
<td>Essential Components of SRBI</td>
<td>7</td>
</tr>
<tr>
<td>Universal Screening</td>
<td>7</td>
</tr>
<tr>
<td>Multi-Tiered Interventions/Continuum of Support</td>
<td>7</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>8</td>
</tr>
<tr>
<td>Data Teams</td>
<td>8</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
<td>8</td>
</tr>
<tr>
<td>PLC Teams in the ACES Schools</td>
<td>8</td>
</tr>
<tr>
<td>SRBI Essential Standard Plan</td>
<td>9</td>
</tr>
<tr>
<td>Target Essential Skill/Standard</td>
<td>9</td>
</tr>
<tr>
<td>Universal Screenings</td>
<td>9</td>
</tr>
<tr>
<td>Prior Skills Needed</td>
<td>9</td>
</tr>
<tr>
<td>Instruction and Intervention</td>
<td>10</td>
</tr>
<tr>
<td>Tier I Core Instruction</td>
<td>10</td>
</tr>
<tr>
<td>Tier II Supplemental Interventions</td>
<td>10</td>
</tr>
<tr>
<td>Tier III Intensive Interventions</td>
<td>10</td>
</tr>
<tr>
<td>ACES Intervention and Support Model for Early Academic and Behavioral Intervention Flowchart</td>
<td>12</td>
</tr>
<tr>
<td>SRBI Model for Disruptive and Difficult Behaviors</td>
<td>13</td>
</tr>
<tr>
<td>Tier I: Training in Proactive Responses, School-Wide Management Plan, Universal Screening</td>
<td>14</td>
</tr>
<tr>
<td>Training in Proactive Responses</td>
<td>14</td>
</tr>
<tr>
<td>School-Wide Management Plan</td>
<td>14</td>
</tr>
<tr>
<td>Universal Screening</td>
<td>14</td>
</tr>
<tr>
<td>Tier II: Social Skills for Small Groups, “Check and Connect” Mentors, Coaching Desired Behaviors</td>
<td>15</td>
</tr>
</tbody>
</table>
ACES SRBI: Intervention and Support Model

Social Skills for Small Groups ................................................................. 15
“Check and Connect” Mentors ................................................................. 15
Coaching Desired Behaviors ................................................................. 15
Tier III: FBA, BSP, Intensive Data Collection and Analysis ...................... 16
  Functional Behavior Assessments .......................................................... 16
  Behavior Support Plans (BSP) ................................................................. 16
Special Education Services ...................................................................... 17
SRBI Special Education Referral Flowchart ............................................. 18
The Evolution of RTI ............................................................................... 19
Glossary ................................................................................................. 22
Works Cited ........................................................................................... 23
Attachment A: Assessment Calendar ......................................................... 25
Attachment B: Instruction and/or Intervention .......................................... 27
Attachment C: Intensity of Instruction ....................................................... 30
Attachment D: ACES SRBI Three Tier Process for Academic Instruction ... 32
Attachment E: Some Basic Ideas for Keeping Minor Behaviors Minor ...... 33
Attachment F: Sample School-Wide Management Plan ......................... 34
Attachment G: Self-Checklist for Tiered Behavioral Interventions .......... 35
Attachment H: ACES School Psychologists Core Social Competencies Checklist (SCC) ........................................................................................................... 36
Attachment I: General Guidelines for Tier II Social-Emotional Behavioral Interventions ................................................................. 38
Attachment J: Behavior Support Planning Form ....................................... 39
Attachment K: Behavior Support Plan (BSP) ........................................... 40
Attachment L: SRBI Three Tier Process: Disruptive and Difficult Student Behaviors ................................................................. 42
Table of Figures

Figure 1 ACES SRBI 2009-2011 follows "Response to Intervention: Policy Considerations and Implementations," National Associations of State Directors of Special Education, 2005 .......................... 11
Figure 2: ACES Intervention and Support Model for Early Academic and Behavioral Intervention Flowchart ........................................................................................................................................ 12
Figure 3: SRBI Model for Disruptive and Difficult Behaviors .................................................................................................................. 13
Figure 4: SRBI Special Education Referral Flowchart .................................................................................................................................. 18
Figure 5: ACES SRBI 2008-2009 follows "Functions and Research on Identifying Model Responsiveness-to-Intervention Sites," Learning Disability Quarterly, 2004. ........................................................................... 19
Figure 6: ACES SRBI 2009-2011 follows "Response to Intervention: Policy Considerations and Implementations," National Association of State Directors of Special Education, 2005 ......................... 20
Figure 7: ACES SRBI 2011 moving forward is following Evaluation of SRBI: "Response to Intervention Policy Considerations and Implementation," National Association of State Directors of Special Education, 2005 .................................................................................................................. 21
Figure 8: Pie Theory 30 Minute Intervention (Howard, 2009) .................................................................................................................... 31
Overview
The ACES Public Schools have adopted these three methodologies:

- Scientific Researched Based Interventions (SRBI)
- Data Teams
- Professional Learning Communities (PLC).

These three endeavors have interacting and overlapping relationships. Essentially, in a three tiered intervention design, SRBI provides a service delivery model which supports the instructional and behavioral needs of all students. The data team process provides pertinent data to administrators, teachers, and support staff to refine strategies within the three tier model in order to determine appropriate intervention supports. Teacher-led grade/department-based data teams work collaboratively with administration and support staff to identify and provide such interventions and resources to students. The school-wide Professional Learning Community (PLC) Teams assist the grade/department-based data teams in its work to refine successful strategies for individual students.

SRBI Committee
- Pamela Caehill
- Michelle Coogan
- Ann Dombroski
- Karen Habegger
- Maria Morabito
- Christine Parisi
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- Donn Sottolano
- Vanessa Taragowski
- Wanda Wagner
- Tom Zwicker
Scientific Researched Based Interventions (SRBI)

SRBI is the practice of providing high-quality instruction/intervention matched to student needs using student learning rate and level of performance to guide important educational decisions. (Windham Public Schools, 2009, p. 2)

The Core Principles of SRBI

- Intervene early
- Use a multi-tiered model of service delivery
- Use problem-solving methods to make data driven decisions
- Use scientific researched based, validated interventions/instruction to the extent available
- Use data to make decisions
- Use assessment for three different purposes:
  1. Screening
  2. Diagnosis
  3. Progress Monitoring

Essential Components of SRBI

Universal Screening
Universal screening is a type of assessment that is characterized by the administration of quick, low-cost, repeatable testing of age-appropriate skills to all students.

Multi-Tiered Interventions/Continuum of Support
Each tier in the continuum represents increasingly intense interventions that are associated with increasing levels of student support. The model is an add-on model; with more intensive supports being provided in addition to previously provided instruction. Children with identified special needs are serviced throughout the multiple tiers.
ACES SRBI: Intervention and Support Model

Progress Monitoring
By regularly assessing students in specific academic and behavioral areas, we can determine the efficacy of the selected instructional strategy and make more effective decisions regarding planning for instruction and further intervention.

Data Teams
*Teacher-led data teams are the meetings where student performance data are assessed and revised instructional strategies are developed for groups or individual students.* (Windham Public Schools, 2009, p. 4)

ACES schools work closely with educational specialists from the ACES Professional Development and School Improvement (PDSI) Unit to develop data teams that will:

- Develop, monitor, and revise the school’s improvement plan
- Discuss curriculum, instruction, teaching strategies, and student specific issues

Professional Learning Communities
*Educators are committed to working collaboratively in on-going processes of collective inquiry and action research in order to achieve better results for the students they serve. PLC teams operate under the assumption that the key to improved learning for students is continuous, embedded professional development for educators.*

PLC Teams in the ACES Schools
- Accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning
- Commit to working together to achieve our collective purpose and cultivate a collaborative culture through development of high performing teams
- Assess the effectiveness based on results
- Seek relevant data and information and use that information to promote continuous improvement

The PLC teams focus on student results in two ways. The first way is to identify students who are in need of more time and support for learning. The second way is to identify strategies to improve schools’ individual and collective abilities to teach each essential skill and concept.
SRBI Essential Standard Plan
The Essential Standard Plan will help a team create a SRBI process to ensure that a group of students masters a specific, targeted essential standard. Ongoing communication between parents and teachers is critical throughout the SRBI process. Teachers will utilize several strategies including differentiated instruction in all areas of the plan.

Target Essential Skill/Standard
Using the format and essential questions from “Identifying Essential Standards,” the teacher/teaching teams will identify the essential and high-leverage standards to be learned.

Universal Screenings
Under the SRBI framework, school teacher/teaching teams will utilize a comprehensive universal screening process that is administered with fidelity to all students. School-wide screenings are repeated periodically during the school year, and the results are used to guide instructional decisions (See Attachment A: District Assessment Calendar). Each school’s data team will identify and measure skills or concepts related to the target standard prior to core instruction. At the onset of the universal screening process ACES schools will: determine what assessments will be given, who will administer the assessments, and when the assessments will be scheduled. After assessment administration, the school data team will analyze information gained to guide core instruction and preventative interventions.

Prior Skills Needed
SRBI requires the progress of all students, especially those at risk, to be monitored and documented closely in the classroom. The data gathered from curriculum-based measures enable the teacher to assess an individual student’s response to the strategies or interventions being used and provide instructional options respectful of different learning needs. The teacher/teaching teams will:

1. Assess what prior skills are needed by a student to master the targeted standard
2. Identify students in need of instruction of prerequisite skills
3. Identify research-based practices that will be utilized to teach the prior skills
4. Determine how and when prerequisite skills will be taught before initial instruction on the targeted standard
5. Determine what assessment will be used to measure student mastery of the prior skills and when the assessment will be administered
ACES SRBI: Intervention and Support Model

Instruction and Intervention
(See Attachment B: Instruction and Intervention; Attachment C: Intensity of Instruction; and Attachment D: ACES SRBI Their Tier Process for Academic Instruction)

Tier I Core Instruction
SRBI is about responsive teaching that benefits all learners. Classroom teachers represent the first line of early intervention. Through high-quality, evidenced based instruction matched to a student’s learning needs, teacher/teaching teams should determine what skills or concepts related to the target standard will be taught during Tier I core instruction. Teacher/teaching teams will utilize approved ACES curricula to teach and map core instruction. Teacher/teaching teams will use data from common formative assessments (CFA) and district benchmark assessments to support and measure student progress throughout instruction. Teacher/teaching teams will communicate with parents regarding the results of ongoing progress monitoring which will be utilized to determine potential Tier II placement.

Tier II Supplemental Interventions
Through analysis, interpretation, and application of screening and benchmark data, teams will determine what skills students have not demonstrated mastery on after Tier I core instruction. Interventions will be put in place for these students. Teacher/teaching teams will develop Individual Student Support Plans (ISSP) at this juncture. Teams need to consider who will teach the interventions, when the interventions will be offered, and what assessments will be used to monitor student progress in each intervention. Teacher/teaching teams will utilize research based instructional practices. Teams will consider the use of the following:

- Frequent progress monitoring (e.g., weekly or biweekly teams)
- Additional supplemental instruction (e.g., 2-4 x a week)
- Small group instruction (e.g., no larger than 10 students)
- Homogeneous grouping of students with similar needs/at similar levels (e.g., common benchmark data, CBM)

Interventions are short-term (6-20 weeks) and are provided by individuals or teams consisting of general education and/or specialists.

Tier III Intensive Interventions
Teacher/teaching teams customize and increase intervention intensity at this tier. Teacher/teaching teams will determine which students have not demonstrated mastery after multiple Tier II supplemental interventions over a 6-20 week period. Teacher/teaching teams review data, modify the ISSP, and initiate the Student Assistance Team (SAT). Teacher/teaching teams will put into place additional interventions for these students. Teacher/teaching teams will continue with progress monitoring. Teacher/teaching teams should consider who will teach the interventions, when the interventions will be offered, and what assessments will be used to monitor student progress in each intervention. Teacher/teaching teams should consider the following:
ACES SRBI: Intervention and Support Model

- More intensive supplemental intervention (e.g., daily)
- Very frequent progress monitoring (e.g., daily, weekly)
- Individual/small group (e.g., no larger than 8 students)
- Homogeneous grouping
- Analysis, interpretation, and application of data from Tier II interventions
- Comprehensive evaluations of individual children as appropriate

Figure 1 ACES SRBI 2009-2011 follows "Response to Intervention: Policy Considerations and Implementations," National Associations of State Directors of Special Education, 2005
ACES SRBI: Intervention and Support Model

ACES Intervention and Support Model for Early Academic and Behavioral Intervention Flowchart

**PROCEDURES**
- Parent communication and documentation
- Record review
- Initiate data collection process using universal assessments and benchmarks
- Analysis/Interpretation/ Application of Tier II benchmark assessments
- Parent communication and documentation
- SAT referral – team reviews data and determines to continue with targeted progress monitoring
- Modify intervention plan

**TIERS**

**Tier I**
Student response to intervention determines tier placement
- Implement Tier I interventions upon review of assessment
- Data by PLC

**Tier II**
Student response to intervention determines tier placement
- Develop ISSP
- Initiate supplemental intervention
- 2-4 x’s a week
- Small group instruction (up to 10 students)
- Weekly or bi-weekly progress monitoring by teams
- Analysis/Interpretation/ Application of Tier II benchmark assessments
- Parent communication and documentation

**Tier III**
Student response to intervention determines tier placement and may result in referral to the SAT for additional targeted intervention or PPT may move to referral or review for additional targeted intervention
- Modify ISSP at SAT
- Increase supplemental interventions to 4-5 x’s a week
- Small group instruction (1-8 students)
- Daily or weekly progress monitoring by teams
- SAT referral – team reviews data and determines to continue with targeted progress monitoring
- Modify intervention plan
- Parent referral to special education due to academic or behavioral issues
- PPT is scheduled

**INTERVENTIONS**
- SAT referral to special education due to academic or behavioral issues
- Parent referral to special education due to academic or behavioral issues
- PPT is scheduled

Figure 2: ACES Intervention and Support Model for Early Academic and Behavioral Intervention Flowchart
SRBI Model for Disruptive and Difficult Behaviors

“Prior to involvement in special education, the general education teacher is expected to implement, document and demonstrate student progress (or lack thereof) in relation to scientifically based interventions.....The model of Response to Intervention (RTI) can be used effectively for facilitating the progress of students with behavioral issues.”

Kathryn Phillips, University of Oregon

Figure 3: SRBI Model for Disruptive and Difficult Behaviors

The RTI/SRBI model for behavioral interventions uses the same tiered approach as academic interventions. However, school-wide interventions and instructional focus target specific pro-social behaviors rather than academic content areas. The three tiers of behavioral interventions and progress monitoring are as follows:

**Tier I:** Training in proactive responses, school-wide management plan, universal screening

**Tier II:** Social skills for small groups, “Check and Connect” mentors, coaching desired behaviors

**Tier III:** Functional Behavior Assessments (FBA), Behavior Support Plan (BSP), intensive data collection and analysis
ACES SRBI: Intervention and Support Model

Tier I: Training in Proactive Responses, School-Wide Management Plan, Universal Screening

Training in Proactive Responses
- Teachers: Trained to use a professional, proactive, and positive response style to student problem behaviors (*See Attachment E: Some Basic Ideas for Keeping Minor Behaviors Minor*)
- Administrators: Trained to observe, monitor and provide regular feedback on staff’s implementation of this response style
- Students: Trained in pro-social skills, including self-management skills and conflict resolution strategies, using a research-based social skills curriculum (e.g., Second Step: A Violence Prevention Curriculum [http://www.cfchildren.org/programs/ssp/overview] (Payton, et al., 2008)

School-Wide Management Plan
(*See Attachment F: Sample School-Wide Management Plan*)

- **Expectations**—Clearly defined, measurable and observable, pro-social behaviors communicated to all staff, parents, and students in all settings (*See Attachment G: Self-Checklist for Tiered Behavior Interventions*)
- **Encouragement**—Positive, age-appropriate acknowledgements of appropriate behavior built in to the school-wide management plan
- **Enforcement**—Hierarchical, research-based consequences for inappropriate behavior in place

(*See Attachment H: Core Social Competencies Checklist; See ACES interfACES website: Tier I School-Wide ‘Oops’ Slip and Behavior Documentation/Tracking Log Tier I Classroom*)

Universal Screening
- Establish data collection systems for the following behavioral indicators:
  - Teacher communication of classroom concerns (as related to school-wide expectations)
  - Office discipline referrals/detentions
  - Suspensions and expulsions
  - Referrals by types of student behavior
  - Office referrals per day, month, quarter, trimester, semester
  - Attendance referrals
  - Referrals by teacher, grade level, class
  - Referrals by location (e.g., structured/unstructured areas, field trips)
- Create a team which meets regularly to analyze school data
- Identify specific “at risk” students who, after **SIX data points**, are not responding to universal Tier I interventions. These students will then be moved to Tier II and receive supplemental behavioral instruction (generally for a minimum of 5 school weeks)
ACES SRBI: Intervention and Support Model

Tier II: Social Skills for Small Groups, “Check and Connect” Mentors, Coaching Desired Behaviors

Social Skills for Small Groups

- Targeted behavioral skills using a research-based curriculum (See Attachment I: General Guidelines for Tier II Social-Emotional Behavioral Interventions)
- Meet 10 to 20 times
- Include regular monitoring of each student’s skill-building progress
- Collect and analyze data regarding student progress in target behaviors related to school-wide expectations (data charted for 20 data points)

“Check and Connect” Mentors

Students who are identified by the SRBI team as needing daily check-ins may have extra monitoring and support for specific behaviors related to the school-wide expectations:

- Provide for morning and/or afternoon “check-ins” by school staff member who meet briefly with a small number of students
- Use Behavior Report Cards of school-wide expectations as goals (not individualized behavioral goals) and charted for 20 data points (Vannest, Davis, Davis, Mason, & Burke, 2010)

Coaching Desired Behaviors

- Plan specific behavioral re-teaching within “down time” (e.g., removals to another class, office, and/or in-school suspension)

Those students who you suspect are in need of further instruction about social skills will meet in small groups of 4-6 students with one teacher for 45-60 minutes, ten to twenty times, using a scientifically based curriculum. This will be the Tier II intervention for this case. These scientifically based programs are designed to teach at-risk students strategies to learn and perform independently, show appropriate social and personal skills, and generalize the use of specific social skills.

--Kathryn Phillips, University of Oregon
Tier III: FBA, BSP, Intensive Data Collection and Analysis

The SRBI team will regularly review students’ progress on Tier II supports. The SRBI Team will recommend Tier III placement for students whose trend line indicates little or no progress in developing appropriate behavioral skills. The SAT will create interventions designed to individual student needs based on the results of a function behavior assessment.

Functional Behavior Assessments

- **Define the Problem.** Use the data from Tier I and Tier II, determine the most significant or problematic behavior(s) that need immediate improvement. Include positive goals.
- **Gather Information.** Identify “where, with whom, and when” variables which may be triggers/antecedents for significant problem behavior(s) and for positive behaviors (in other words, information about locations, people, times and settings when student behaves well). Gather information on the consequences that occur after the behavior to identify what maintains the behavior(s).
- **Analyze the Data.** Measure the targeted behaviors. Identify patterns of behavior. Look at the consequences that occur after the behavior to determine the function of the identified behavior(s)
  - To escape/avoid something (e.g., task demands, work)
  - To get something
    - Automatic reinforcement (e.g., head banging, rocking)
    - Attention
    - Tangible item
    - Activity
- **Formulate a hypothesis statement; test and confirm hypothesis.**

Behavior Support Plans (BSP)

- **Develop an individualized behavioral support plan.** *(See Attachment J: Behavior Support Planning Form or Attachment K: Behavior Support Plan (BSP))*
- **Implement the plan with fidelity.**
- **Monitor student progress.** Gather information regarding the individual student’s progress in mastery of identified goal behaviors using a monitoring tool (e.g., self-monitoring, teacher monitoring, point sheet, network-based questionnaire). These data may be used to adjust or discontinue the behavior support plan. *(See Attachment L: SRBI Three Tier Process: Disruptive and Difficult Student Behaviors)*
ACES SRBI: Intervention and Support Model

Special Education Services

*Special Education is a service and should not be confused with it being a place. Services are designed to support students and educate them in the least restrictive environment (LRE). It is always recommended that services are provided for in a general education setting.*

SRBI practices do not replace the special education process, and students can be referred for an evaluation at any time, including during any tier of SRBI/RTI instruction. The state regulations require:

> “Provision shall be made for the prompt referral to a planning and placement team of all children who have been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance” (see Regulations of Connecticut State Agencies, Section 10-76d-7). State regulations also require that before a student is referred to a PPT, “alternative procedures and programs in regular education shall be explored and, where appropriate, implemented.” (CSDE, 2011)

SRBI, while similar to the implementation of early intervening services, is a much more comprehensive, systemic process used to document a student’s response to appropriate instruction and intervention. One way in which data regarding “alternative procedures and programs in regular education” can be obtained is through a district’s SRBI/RTI process which is also referred to as Tier I, II and III interventions.

School personnel must ensure that alternative procedures and interventions in general education have been explored and, where appropriate, implemented before a student is referred to a PPT (Regulations of Connecticut State Agencies, Section 10-76d-7). The SAT process in place will support teachers who are attempting to impact a student’s learning. Within an SRBI approach, PLC teams are responsible for data analysis, decision making, and early intervention support. These teams function at multiple levels (e.g., district, school, grade, content area, vertical teams across grade levels in the same content area). PLC members include school administrators, school psychologists, grade/content area general educators, special education teachers, speech/language pathologists, and various specialists, and other support or behavioral/mental health personnel. The SRBI process includes examining data, designing assessments/instruction interventions, and making decisions at individual, school and district levels. If intervention efforts show that a student is not responding to the levels of intervention, a referral to special education may be made. *(See Figure 2: ACES Intervention and Support Model for Early Academic and Behavioral Intervention Flowchart.)*

Criteria for eligibility for special education services: The student must

- Demonstrate poor, evidenced-based, educational performance including academic and behavioral performance
- Have a handicapping condition which impacts the student’s poor educational performance as evaluated by a PPT (e.g., intellectual disability, learning disability, emotional disturbance, or language impairment)
- Require special education service to remediate the performance gap
SRBI Special Education Referral Flowchart

Receipt of referral starts 45 day clock

Plan 1st PPT to review referral

5 day meeting notice

2nd PPT is held to review referral testing and determine eligibility

Parent /Guardian given consent ED 626

Clock can stop here until parent signs consent

5 day meeting notice

Assessment /Evaluations are completed

5 day implementation notice

Program begins within the 45 days of referral

PPT recommends not evaluating and student is referred to the SRBI process

OR

Evaluation is recommended and parental consent for evaluation ED 625 given

Clock can stop here until parent signs consent

Parent signs consent

Figure 4: SRBI Special Education Referral Flowchart
The Evolution of RTI

The basic “pyramid of interventions,” below, became a well-known symbol of response to intervention because it gives a quick visual representation of how an RTI program can function in schools. Some depictions evolved to show how RTI fits in a model of academic as well as behavioral supports for students. The National Center on Response to Intervention now promotes an even more computer visual model of RTI.

Figure 6: ACES SRBI 2009-2011 follows "Response to Intervention: Policy Considerations and Implementations," National Association of State Directors of Special Education, 2005.
Figure 7: ACES SRBI 2011 moving forward is following the Evaluation of SRBI: "Response to Intervention Policy Considerations and Implementation," National Association of State Directors of Special Education, 2005
Glossary

ACES: Area Cooperative Educational Services.

BSP: Behavior support plan.

CBM: Curriculum based measurements.

CFA: Common formative assessment.

ESP: Essential standard plan.

FBA: Functional behavior assessments.

IEP: Individualized education program.

ISSP: Individualized student success plan.

LRE: Least restrictive environment.

PDSI: ACES, Professional Development and School Improvement unit.

PLC: Professional learning communities.

PPT: Planning and placement team.

RTI: Response to intervention.

SAT: Student assistance team.

SCC: Social competencies checklist.

SRBI: Scientific research based instruction
Works Cited


Regulations of Connecticut State Agencies State Department of Education Special Education, Sections 10-76a-1 to 10-761-1 inclusive (Includes General Requirements for the Provision of Special Education and Due Process Requirements for Mediation, Advisory Opinion and Hearings INCORPORATES 2004 and 2005 AMENDMENTS REVISED August 2006).


SRBI: Intervention and Support Model - Attachment A

Attachment A: Assessment Calendar

District Assessments: Foster, enable, support student achievement

Data collection and analysis is critical in ensuring the smooth facilitation of the SRBI process. In order to effectively monitor student progress, a baseline must be established prior to beginning interventions. Progress monitoring data is then collected through assessments provided over a period of time. The following is a list of assessments provided by ACES schools throughout the school year which will assist in identifying students falling below benchmarks as well as furnish benchmark data from progress monitoring.

Data collection can also occur through curriculum based tests, quizzes, open-ended responses, curriculum based projects, classroom writing prompts, observations, journals, reflections, etc.

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<td>DIBELS (WIMS)</td>
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</table>

1. Literacy: Successful interventions engage students in meaningful reading and writing activities using interesting texts and tasks that guarantee a high level of success while integrating discrete reading skills in context.
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<tr>
<th>Assessment</th>
<th>Academic Area</th>
<th>Grade Level(s)</th>
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<td>SRI (WIMS)</td>
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**Numeracy**

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**Other**

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<td>Alternative Assessment</td>
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<td>Pre-school Assessment Frameworks</td>
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<td>Tech Literacy Projects 1-2 (TEMS,</td>
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<td>Vocational Interest Inventory</td>
<td>Annual Review</td>
<td>9-12 E/W</td>
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**2 Numeracy:** Students construct mathematical knowledge through the use of hands on active learning activities, the utilization of multiple representations of numbers, and collaborative problem solving. These strategies allow students to practice and master the twenty-five mathematics strands and the grade level expectations required by the state of Connecticut. The assessments which follow are used to gather information about student learning in those areas, and enable teachers to make informed decisions to improve instruction. They will also be used to determine the level of support students will need in mathematics instruction, moving them into and out of Tiers II and III of the ACES SRBI support system in each school.
**Attachment B: Instruction and/or Intervention**

**INSTRUCTION/INTERVENTION:** Used routinely, the following teaching strategies represent good practices throughout the tiered processes. The level of intensity will increase with each tier. (Granby Public Schools, 2007)

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
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<tbody>
<tr>
<td>X</td>
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</table>

**Identifying Similarities and Differences (Marzano)**
- Representing in graphic or symbolic form (graphic organizers – Venn Diagrams, etc.)
- Comparing – between or among ideas
- Classifying – grouping according to characteristics
- Creating Metaphors – finding a similar pattern in a different topic – literally or symbolically
- Creating Analogies – identifying relationships between pairs of concepts

**Summarizing and Note Taking (Marzano)**
- Delete information, substitutes information, keep information
- Analyze information deeply
- Awareness of explicit structure of information
- Provide frames for note taking (narrative, topic-restriction-illustration, definition, argumentation, problem/solution, conversation
- Formats for notes: informal outline, webbing, combination technique

**Reinforcing Effort and Providing Recognition (Marzano)**
- Teaching about effort – self-reflection exercises
- Tracking effort and achievement (charting)
- Personalized recognition
- Pause, Prompt, and Praise
- Concrete Symbols of recognition (coupons, awards, stickers)

**Homework and Practice (Marzano)**
- Vary homework levels according to level of grade
- Parent involvement in homework should be minimal
- State the purpose for homework clearly
- If assigned, homework should be commented on
- Good classroom practices: establish and communicate a homework policy; design homework assignments that articulate a purpose and outcome; vary approaches to providing feedback
- Research and Theory related to Practice; mastering a skill requires a fair amount of focused practice; students should adapt and shape what they have learned
**INSTRUCTION/INTERVENTION:** Used routinely, the following teaching strategies represent good practices throughout the tiered processes. The level of intensity will increase with each tier. (Granby Public Schools, 2007)

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<tr>
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<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
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<tbody>
<tr>
<td><strong>Nonlinguistic Representations (Marzano)</strong></td>
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<tr>
<td>• Various activities produce non-linguistic representations: graphic representations, physical models, mental pictures, drawing pictures and pictographs, engaging in kinesthetic activities</td>
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<tr>
<td>• Nonlinguistic representations should elaborate knowledge</td>
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<tr>
<td>• Good classroom practices: organize information through: descriptive patterns, time-sequence patterns, process/cause-effect patterns, episode patterns, generalization/principle patterns, and concept patterns</td>
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<tr>
<td><strong>Cooperative Learning (Marzano)</strong></td>
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<tr>
<td>Five defining elements:</td>
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<tr>
<td>• Positive interdependence (sink or swim together)</td>
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<tr>
<td>• Face-to-face promotive interaction (helping one another learn and applauding success and effort)</td>
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<tr>
<td>• Individual and group accountability (each must contribute to the group achieving its goal)</td>
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<tr>
<td>• Interpersonal and small group skills (communication, trust, leadership, decision making, and conflict resolution)</td>
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<td>• Group processing (reflection on how the group is doing)</td>
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<tr>
<td>Three generalizations:</td>
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<tr>
<td>• Organize groups on ability sparingly</td>
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<tr>
<td>• Cooperative groups should be kept rather small in size</td>
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<tr>
<td>• Cooperative learning should be applied consistently and systematically but not overused</td>
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<tr>
<td><strong>Setting Objectives and Providing Feedback (Marzano)</strong></td>
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<tr>
<td>Goal setting</td>
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<tr>
<td>• Instructional goals narrow what students focus on</td>
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<td>• Instructional goals should not be too specific</td>
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<tr>
<td>• Students should be encouraged to personalize the teacher’s goals</td>
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<td>Feedback</td>
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<tr>
<td>• Feedback should be “corrective” in nature</td>
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<td>• Feedback should be timely</td>
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<tr>
<td>• Feedback should be specific to a criterion</td>
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<tr>
<td>• Students can effectively provide some of their own feedback</td>
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</tbody>
</table>
**INSTRUCTION/INTERVENTION:** Used routinely, the following teaching strategies represent good practices throughout the tiered processes. The level of intensity will increase with each tier. (Granby Public Schools, 2007)

<table>
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<tr>
<th></th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
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<tbody>
<tr>
<td>Generating and Testing Hypotheses (Marzano)</td>
<td>X</td>
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<tr>
<td>Hypothesis generation and testing can be approached in a more inductive or deductive manner</td>
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<tr>
<td>Teacher should ask students to clearly explain their hypotheses and their conclusions</td>
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<tr>
<td>Guide students though generating and testing hypotheses:</td>
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<td></td>
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<tr>
<td>• System analysis</td>
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<tr>
<td>• Problem Solving</td>
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<td>• Historical Investigation</td>
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<tr>
<td>• Invention</td>
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<td>• Experimental Inquiry</td>
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<td>• Decision Making</td>
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<thead>
<tr>
<th>Cues, Questions, and Advance Organizers (Marzano)</th>
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<tbody>
<tr>
<td>Cues and questions should focus on what is important as opposed to what is unusual.</td>
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<td>“Higher level” questions produce deeper learning than “lower level” questions</td>
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<tr>
<td>“Waiting” briefly before accepting responses from students has the effect of increasing the depth of students’ answers</td>
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<td>Classroom Practice in Cues and Questions:</td>
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<td>Explicit Cues – activating prior knowledge</td>
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<td>Questions that Elicit Inference:</td>
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<td>• Things/People</td>
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<tr>
<td>• Actions</td>
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<tr>
<td>• Events</td>
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<tr>
<td>• States (of Being)</td>
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<tr>
<td>Analytic questions – require students to analyze and critique information presented</td>
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<tr>
<td>• Analyzing errors</td>
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<td>• Constructing Support</td>
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<td>• Analyzing Perspectives</td>
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<tr>
<td>Advance Organizers:</td>
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<tr>
<td>• Should focus on what is important as opposed to what is unusual</td>
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<tr>
<td>“Higher level” advance organizers produce deeper learning than the “lower level” advance organizers</td>
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<td>Advance organizers are most useful with information that is not well organized</td>
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<tr>
<td>Different types of advance organizers produce different results</td>
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Granby Public Schools, 2007
Attachment C: Intensity of Instruction

The intensity of instruction is increased in tier 2 interventions. This is done initially by reducing the group size and increasing the duration and frequency of support in addition to the literacy curriculum. (Howard, 2009)

The type of instruction can also be intensified. The following strategies ensure high-quality instruction (Howard, 2009, pp. 71-22):

- Maintain high expectations but adjust support to accommodate each student.
- Use whole-to-part-to-whole teaching to ensure learning in meaningful contexts.
- Increase teacher ‘think-alouds’ that make reading strategies explicit.
- Illustrate key points with specific oral and written examples.
- Check for understanding by soliciting responses beyond yes or no.
- Provide engaging feedback to reinforce understanding and address confusions.
- Coach students as they apply strategies in the course of reading.
- Scaffold support in the early stages while promoting independence.
- Reinforce new learning at spaced intervals.
- Redirect off-task behavior to avoid getting sidetracked.
- Offer individualized guidance to ensure understanding.
- Adjust the pace of instruction to student need.
- Encourage students to restate or paraphrase learning.
- Break learning into smaller increments and allow ample time to review key points.
- Make learning visible by using charts, graphs, illustrations, and diagrams.
- Use prompts or cues at first, gradually withdrawing them to promote independence.
- Engage students in conversations that revolve around learning.
- Highlight in-the-head strategies used by good readers.
- Monitor understanding at all times and reteach as needed.
- Summarize key concepts at the end of every lesson.
- Provide more time to practice new learning or apply learning in other contexts.
- Focus on only one or two skills at a time for deeper understanding.
- Give students ample wait time for reflection before expecting them to respond.

Once determined that a student’s needs are significant enough to move to tier 2, the instruction must be identified. The “pie theory” helps to illustrate what to do during the intervention session. The pie represents thirty minutes allotted for tier 2 instruction. There are two fifteen-minute halves. The first half of the pie represents the new book selected to promote independence and problem solving. Reading this carefully chosen text reinforces what students know and engages them in using strategies in a meaningful context. The second half of the pie is divided into three five-minute sections for three key learning events: rereading familiar text, working with words, and integrating reading and writing. The students spend five minutes reading books they have previously read in intervention.
sessions to promote fluency. Students can also read a short passage or poem. Word work may include any learning activity that reinforces sounds, words, and letters. The last five minutes can be used to integrate reading and writing, such as by writing a sentence about the story.

The bulk of tier 2 interventions should focus on real reading and writing activities. Brief isolated work on words, sounds, and concepts is included but doesn’t overshadow reading. Anything that is addressed in isolation can also be addressed in the context of reading or writing.

Figure 8: Pie Theory 30 Minute Intervention (Howard, 2009)
## Attachment D: ACES SRBI Three Tier Process for Academic Instruction

<table>
<thead>
<tr>
<th>Tier</th>
<th>Setting</th>
<th>Interventionist</th>
<th>Students</th>
<th>Instruction*</th>
<th>Assessments* / Data Collection</th>
<th>Instructional Time / Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Regular Classroom</td>
<td>Classroom Teacher</td>
<td>Those who respond effectively to core instruction</td>
<td>Instruction based on state and ACES standards and curricula, and is aligned and informed by ongoing assessments Instruction consists of effective teaching strategies and is differentiated to meet student needs Focus on improving and adjusting core classroom instruction for all students</td>
<td>Classroom / grade level assessments that are frequent and ongoing District-wide assessments with preset benchmarks</td>
<td>Occurs daily following school schedule (literacy blocks, mathematics blocks, writing blocks) Student-assistance team (and/or ISSP) meeting may be called after a 6-8 week analysis of student progress (if needed)</td>
</tr>
<tr>
<td>II</td>
<td>Regular Classroom and/or Pull Out Support</td>
<td>Classroom Teacher Support Personnel (i.e. special education personnel, reading support personnel, tutors)</td>
<td>Those who need supplemental support to respond effectively to general instruction</td>
<td>Small homogenous groups of up to 10 Classroom and/or pull out support supplements and enhances core instruction Instruction consists of effective teaching strategies and is differentiated to meet student needs</td>
<td>Frequent, ongoing progress monitoring assessments occurring weekly or biweekly within 6-20 weeks Observations by teachers, principals, and support personnel (special education personnel, support services personnel)</td>
<td>Minimum of 30 minutes of instruction 2-4 times per week 6-20 weeks Student-assistance team (and/or revise ISSP) meeting may be called prior to 6-20 weeks as necessary</td>
</tr>
<tr>
<td>III</td>
<td>Regular Classroom and/or Pull Out Support</td>
<td>Classroom Teacher Support Personnel (i.e. special education personnel, reading support personnel, tutors)</td>
<td>Those who need intensive support to respond effectively to general instruction</td>
<td>Small homogenous groups of 1-8 Pull out support is frequent and supplements and enhances core instruction Instruction consists of effective teaching strategies and is differentiated to meet student needs</td>
<td>Frequent, ongoing progress monitoring occurring daily or weekly within 6-20 weeks Frequent observations by teachers, principals, and support personnel (special education personnel, support services personnel)</td>
<td>Minimum of 30 minutes of instruction 4-5 times per week 6-20 weeks Student-assistance team (and/or revise ISSP) meeting may be called prior to 6-20 weeks as necessary</td>
</tr>
</tbody>
</table>

(Granby Public Schools, 2007)
Attachment E: Some Basic Ideas for Keeping Minor Behaviors Minor

1. **Clear statement of expectations.** Making your expectations for appropriate behavior clear, specific and succinct.

2. **Shape behaviors.** Reinforcing behaviors that are close to the desired behavior. As the behavior improves, slowly increase the criteria for reinforcement.

3. **Movement throughout the class.** Increases the chances of the teacher acknowledging appropriate behaviors as well as preventing attention-seeking behaviors. Also helpful for students who may need academic assistance.

4. **Modeled praise.** This is reinforcement of a student who is demonstrating the appropriate behavior that you want to encourage in the other students.

5. **Ignore.** Selectively ignoring inappropriate non-disruptive behaviors. Choose your battles.

6. **Eye Contact.** The “teacher look” of puzzlement that can stop misbehavior without a word.

7. **Nonverbal Reminders.** Shake of your head or other gestures. Intended not to disturb the rest of the class, but designed to get the message across to an individual student.

8. **Proximity.** Moving towards the student who is behaving inappropriately, while continuing to teach and/or provide class-wide directions.

9. **Physical Touch.** A gentle touch on the shoulder or back for redirection. Avoid use with oppositional students or students with anger issues.

10. **Verbal Reminders.** Using a gentle reminder of task and positive consequence to help students get back on track. This shows an effort on the teacher’s part to help students meet their needs.

11. **Verbal Warning.** Giving the student an additional opportunity to turn the behavior around by identifying the task and the possible disciplinary consequence. This also provides a repetition of the expectation for the expected behavior.

Internet resources: [http://interventioncentral.com/index.php/behavioral-resources](http://interventioncentral.com/index.php/behavioral-resources), and [http://www.behavioradvisor.com](http://www.behavioradvisor.com)

NOTE: Modified from handouts presented at seminar. (Phillips, 2010)
Attachment F: Sample School-Wide Management Plan

Help Keep Our School a Safe Place to Learn by Being Respectful, Responsible, and Safe

Expectations, Encouragement, and Enforcement

Expectations

1. Follow directions the first time they’re given.
2. Keep hands, feet, objects and other body parts to yourself.
3. Use respectful, positive language: no harassment, put-downs, teasing or foul language.
4. Be on time and prepared.

Encouragement

1. Verbal recognition
2. Privileges
3. Coupons, drawings
4. Class-wide rewards (party, recess, movie)
5. Positive calls/notes to parent/guardian

Enforcement

1. Warning/ Rule reminder
2. Minutes out of passing time or free time
3. Lunch detention with call home
4. After-school detention with call home
5. Referral to the office with call home

Severe misbehaviors (including threats, fighting, vandalism, drug possession and/or use, weapons, leaving school grounds without permission) will face immediate administrative action as defined by school policy.

NOTE: Modified from handouts presented at seminar. (Phillips, 2010)
## Attachment G: Self-Checklist for Tiered Behavioral Interventions

*1 = Not at all, 2 = Sometimes, 3 = Often, 4 = Consistently (circle one)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults are clear and consistent on the expectations and the hierarchy system of consequences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students are familiar with the expectations and the hierarchy system of consequences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school-wide behavior management system is utilized in dealing with misbehaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All adults are clearly using the same system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults use proactive responses when dealing with students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults acknowledge appropriate behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The plan is used with fidelity (the way it was meant to be used, on a regular basis).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults move throughout school areas in a random, unpredictable, yet purposeful fashion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults provide consequences in a business-like fashion: quickly and consistently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults consistently use positive reinforcement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults exhibit positive interactions with students on a 4:1 ratio (4 positives for each reprimand).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A system for record and documentation of misbehaviors is in place to assist students in improving behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information regarding behavior infraction is logged so that it can be tracked in the school-wide database.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Modified from handouts presented at seminar. (Phillips, 2010)
## Attachment H: ACES School Psychologists Core Social Competencies Checklist (SCC)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Adequate Skills Observed (circle one)</th>
<th>Review Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make/Responds to social greetings/farewells.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Maintains appropriate eye contact.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Responds to other people either nonverbally or verbally.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Uses turn-taking during conversations (if verbal).</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Can correctly identify key emotional expressions in photographs: Happy/Sad/Angry/Afraid</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Can readily identify own emotional state.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Uses appropriate facial expressions, tone of voice, phrases to communicate own emotional state.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Can correctly interpret others’ facial expressions using key emotional identifiers (happy/sad/angry/afraid).</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>When upset, uses self-calming/self-soothing strategies.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Seeks to be near others (does not isolate self).</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Initiates social interaction either nonverbally (facial expression, gesture) or verbally.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Maintains social interactions for at least 4-5 exchanges.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Will transition positively from solitary activity to social activity.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Maintains appropriate distance from others.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Listens/comments on others’ interests, not just her/his own favorite topics.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Evidences empathy using facial expression and/or verbalizations.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Describes own behavior and its impact on others accurately.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
<tr>
<td>Evidences anticipation of conflicts/“triggers” by discussing the issue with a helper, using self “time-out” or other strategy to avoid conflicts.</td>
<td>1 2 3 4 5 n/a</td>
<td></td>
</tr>
</tbody>
</table>
### SRBI: Intervention and Support Model - Attachment H

<table>
<thead>
<tr>
<th>Competency</th>
<th>Adequate Skills Observed (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skills Table (1=never, 2=sometimes, 3=often, 4=almost, 5=mastery)</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Shows willingness to work out conflicts with others—provide example:</td>
<td></td>
</tr>
<tr>
<td>Does not fixate on prior conflicts with others (can “let go” of past conflicts).</td>
<td></td>
</tr>
<tr>
<td>Altruism</td>
<td></td>
</tr>
<tr>
<td>Initiates sympathetic interaction using comments/gestures.</td>
<td></td>
</tr>
<tr>
<td>Spontaneously loans material items to others.</td>
<td></td>
</tr>
<tr>
<td>Volunteers to help appropriately (such as setting up chairs, clearing table, etc.).</td>
<td></td>
</tr>
<tr>
<td>Sustains interest when aiding others for duration of activity.</td>
<td></td>
</tr>
<tr>
<td>Will assist another even if task is not an activity of interest.</td>
<td></td>
</tr>
<tr>
<td>Readiness for Behavior Change</td>
<td></td>
</tr>
<tr>
<td>Listens with a neutral expression to criticism/feedback.</td>
<td></td>
</tr>
<tr>
<td>Does not interrupt, argue or turn away during feedback.</td>
<td></td>
</tr>
<tr>
<td>Can restate the main issue the other person describes (may ask for further explanation of specific issues).</td>
<td></td>
</tr>
<tr>
<td>Asks questions about his/her behavior, its impact on others, and/or perspective of person giving the feedback.</td>
<td></td>
</tr>
<tr>
<td>Collaborates to identify and develop a common understanding of the antecedents and consequences of the desired behavior.</td>
<td></td>
</tr>
<tr>
<td>Asks for help in identifying a solution.</td>
<td></td>
</tr>
<tr>
<td>Negotiates motivators and agrees to specific timeframe for improvement.</td>
<td></td>
</tr>
</tbody>
</table>

**Suggestions for Revised Objectives (if appropriate):**

<table>
<thead>
<tr>
<th>Objective title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective description:</td>
</tr>
</tbody>
</table>
Attachment I: General Guidelines for Tier II Social-Emotional Behavioral Interventions

1. Tier II interventions are indicated for selected groups of students who meet the criteria and cutoff of six data points indicating lack of response to Tier I interventions.
2. Thirty to forty-five minutes 2 x week of behavioral skills taught in small groups.
3. The program typically lasts from 10 to 20 weeks.
4. Three to five students are in each group.
5. The intervention uses a program that is scientifically based and data driven. (See www.osepideasthatwork.org)
6. The lessons use engaging and differentiated strategies to appeal to the students.
7. The lessons include skill building, modeling, practice and coaching techniques.
8. There are multiple opportunities for practice in structured settings.
9. Progress is monitored every week and graphed. Modifications are made as needed.
10. Twenty data points are examined at the end of the program to determine effectiveness, the need for further intervention, continuation or success (and thus, exiting the program).

NOTE: Modified from handouts presented at seminar. (Phillips, 2010)
### Attachment J: Behavior Support Planning Form

**Student:**

<table>
<thead>
<tr>
<th>Strengths/Talents/Interests</th>
<th>Behaviors of Concern</th>
<th>Replacement Behaviors</th>
<th>Record of Interventions</th>
<th>New Strategies/Activities</th>
<th>Resources (WHO/WHERE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(For each behavior listed, provide documentation, analysis of triggers and consequences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Follow-Up Review Date (2 weeks):** ____  **Future review dates (if plan continues to succeed):** ____
## Attachment K: Behavior Support Plan (BSP)

**BEHAVIOR SERVICES CENTER**  
**BEHAVIOR SUPPORT PLAN (BSP)**

### Functional Behavior Assessment Summary

<table>
<thead>
<tr>
<th>TARGET BEHAVIORS</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Functional Response Classes:

1. **Escape from People (Attention)**
2. **Escape from Demands**
3. **Stop Others from Engaging in a Behavior or From Continuing a Behavior**

### Antecedent Strategies

- Setting Event Strategies:
  - 
- Environmental Strategies:
  - 
- Instructional Strategies:
  - 

### Student Information:

- **Student Name:**
- **DOB:**
- **ACES Program:**
- **Grade:**
- **Classroom:**
- **BSP Manager:**
- **Team Members:**
- **BSP Review Date:**
- **Date:**
CONSEQUENT STRATEGIES

Reinforcement Strategies:

•

Reductive Strategies:

•

DATA COLLECTION PROCEDURES

TARGET BEHAVIOR (1):
TARGET BEHAVIOR (2):
TARGET BEHAVIOR (3):

STAFF TRAINING PROCEDURES (Please check all that apply)

STAFF SIGNATURE (Your signature indicates that you have received training on the BSP)

Plan Submitted by:
## Attachment L: SRBI Three Tier Process: Disruptive and Difficult Student Behaviors

<table>
<thead>
<tr>
<th>Setting</th>
<th>Population</th>
<th>Interventionist(s)</th>
<th>Interventions</th>
<th>Data Assessment/ Monitoring Tools</th>
<th>Data to Consider</th>
<th>Criteria: Transition to Next Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>Regular Classroom and/or pull out support</td>
<td>Students meeting Tier II Transition Criteria</td>
<td>Selected Staff: Administration, Adult Mentors, Behavior Technicians, Guidance staff, School Social Worker, School Psychologist</td>
<td>Tier I tools: Student Contract, Behavior Report Card, Mentor Report; Small group leader report, Student-Assistance Team monitoring, SCC</td>
<td>More than 10 days' absence, D's &amp; F's in 2 or more classes, 3 or more office discipline referrals, Ratings on SCC</td>
<td>6 data points: 6 instances of behaviors indicating student is not responding to Tier I interventions, 3 or more deficits identified on SCC, to be determined by ratings of &quot;3&quot; or less in specific areas</td>
</tr>
<tr>
<td>Tier II</td>
<td>Regular Classroom and/or pull out support</td>
<td>Students meeting Tier III Transition Criteria</td>
<td>Selected Staff: Administration, Adult Mentors, Behavior Technicians, Guidance staff, School Social Worker, School Psychologist</td>
<td>Tier II Interventions, as appropriate, Individualized Interventions (BSP)</td>
<td>Tier I and Tier II tools, as appropriate, Individualized Interventions (BSP)</td>
<td>20 data points over course of interventions indicating student response to Tier I and Tier II interventions, +/- Improvement on SCC (by percentage), Student Assistance Team Decision Meeting</td>
</tr>
<tr>
<td>Tier III</td>
<td>Regular Classroom and/or pull out support</td>
<td>Students meeting Tier III Transition Criteria</td>
<td>Selected Staff: Administration, Adult Mentors, Behavior Technicians, Guidance staff, School Social Worker, School Psychologist</td>
<td>Tier I and II data: FBA or FA, Standardized Behavior Screening Assessments (e.g., SSRS, BASC-2, etc.)</td>
<td>Tier I &amp; II data: +/- improvement in attendance/ grades (by x percentage), +/- increase/ reduction in discipline referrals (by x percentage), +/- increase in compliance with SWEEE Expectations, +/- increase in performance of target behaviors as per BSP</td>
<td>Frequency/Severity of student response to Tiered Interventions, +/- improvement on SCC (by percentage), Statistically significant standardized assessment results (e.g., at-risk or clinical level), Student Assistance Team Decision Meeting</td>
</tr>
</tbody>
</table>

- **SRBI:** Intervention and Support Model - Attachment L

- **Interventionist(s):**
  - All Staff

- **Interventions:**
  - Direct Instruction on School-Wide Expectations, Encouragement & Enforcement (SWEEE)
  - Developmental Guidance: Social Skills Instruction
  - Posting of SWEEE's Classroom Management Plans (consistent with SWEEE's)
  - Direct Observations
  - Power School Data (attendance, grades, discipline); other school wide data software
  - Staff referral forms
  - Bullying Report forms
  - SCC (Social Competencies Checklist)

- **Data Assessment/Monitoring Tools:**
  - Tier I tools
  - Student Contract
  - Behavior Report Card
  - Mentor Report
  - Small group leader report
  - Student-Assistance Team monitoring
  - SCC

- **Data to Consider:**
  - More than 10 days' absence
  - D's & F's in 2 or more classes
  - 3 or more office discipline referrals
  - Ratings on SCC
  - 6 data points: 6 instances of behaviors indicating student is not responding to Tier I interventions
  - 3 or more deficits identified on SCC, to be determined by ratings of "3" or less in specific areas

- **Transition to Next Tier Criteria:**
  - 20 data points over course of interventions indicating student response to Tier I and Tier II interventions
  - +/- Improvement on SCC (by percentage)
  - Student Assistance Team Decision Meeting
SRBI: Intervention and Support Model

ACES Central Administration

ACES Schools
Peter C. Young Administration Building
350 State Street, North Haven, CT 06473
203.498.6800

ACES Schools

ACES Center for Autism Spectrum and Developmental Disorders
26 Old Post Road, Northford, CT 06472, Phone 203.484.9501

ACES Collaboratives
350 State Street, North Haven, CT 06473, Phone 203.498.6800

ACES Educational Center for the Arts
55 Audubon Street, New Haven, CT 06510, Phone 203.777.5451

ACES Mill Road School
295 Mill Road, North Haven, CT 06473, Phone 203.234.0303

ACES Thomas Edison Middle School
1355 North Broad Street, Meriden, CT 06450, Phone 203.639.8403

ACES Wintergreen Interdistrict Magnet School
670 Wintergreen Avenue, Hamden, CT 06514, Phone 203.281.9668

ACES Whitney High School East & West
205 Skiff Street/261 Skiff Street, Hamden, CT 06517, Phone 203.407.4500

ACES Whitney High School North
205 Skiff Street, Hamden, CT 06517, Phone 203.407.4500

ACES Village School
31 Temple Street, North Haven, CT 06473, Phone 203.234.7611
SRBI: Intervention and Support Model

ACES Public Schools
350 State Street
North Haven, CT 06473