Instructional

DECISION-MAKING PROCEDURES

for

Ensuring Appropriate Instruction for Struggling Students

In Grades K-3

Note: Resources in this booklet were updated June, 2010. You can find it and other resources for implementing response to intervention at http://buildingRTI.utexas.org/.

Acknowledgments

Instructional Decision-making Procedures for Ensuring Appropriate Instruction for Struggling Students in Grades K-3 is revised to reflect changes in federal and state legislation. This booklet was originally created in 2003 by a development team under the direction of Dr. Diane Pedrotty Bryant, and included Alba Ortiz, Sun A. Kim, Benjamin Smith, and James R. Yates. Both the development and the revision teams benefitted from the support and talents of many individuals whose names do not appear here, but whose hard work and ideas are represented throughout. We gratefully acknowledge the support of the following individuals and agencies for their contributions to this booklet. Special thanks to all of our reviewers and contributors, whose assistance and support made a valuable contribution to this product.

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Introduction and Purpose

Introduction

Substantial numbers of students are identified as having a learning disability because they have not received appropriate academic instruction and behavioral support. Referrals to special education may stem from a lack of appropriate instruction in reading and math, a lack of appropriate behavioral interventions, or a lack of understanding by professionals about English proficiency. For some of these students, early intervening services that are evidence-based may prevent referrals to special education.

Many Texas schools are implementing Response to Intervention (RtI or RTI), an instructional approach that identifies at-risk students, immediately provides them with evidence-based intervention, and monitors their progress or "response'" to the intervention. When at-risk students do not adequately respond to intervention instruction, they may be referred for consideration for additional programs or services to meet their needs.

There are no clear legal, philosophical, or practical reasons for why students with learning disabilities today cannot be educated successfully in public schools. Campus-based administrators and educators are responsible for ensuring that appropriate instruction is implemented for struggling students. Implementation of appropriate instruction is a critical factor in determining whether struggling students and students with learning disabilities and their families are effectively served in public schools.

Purpose

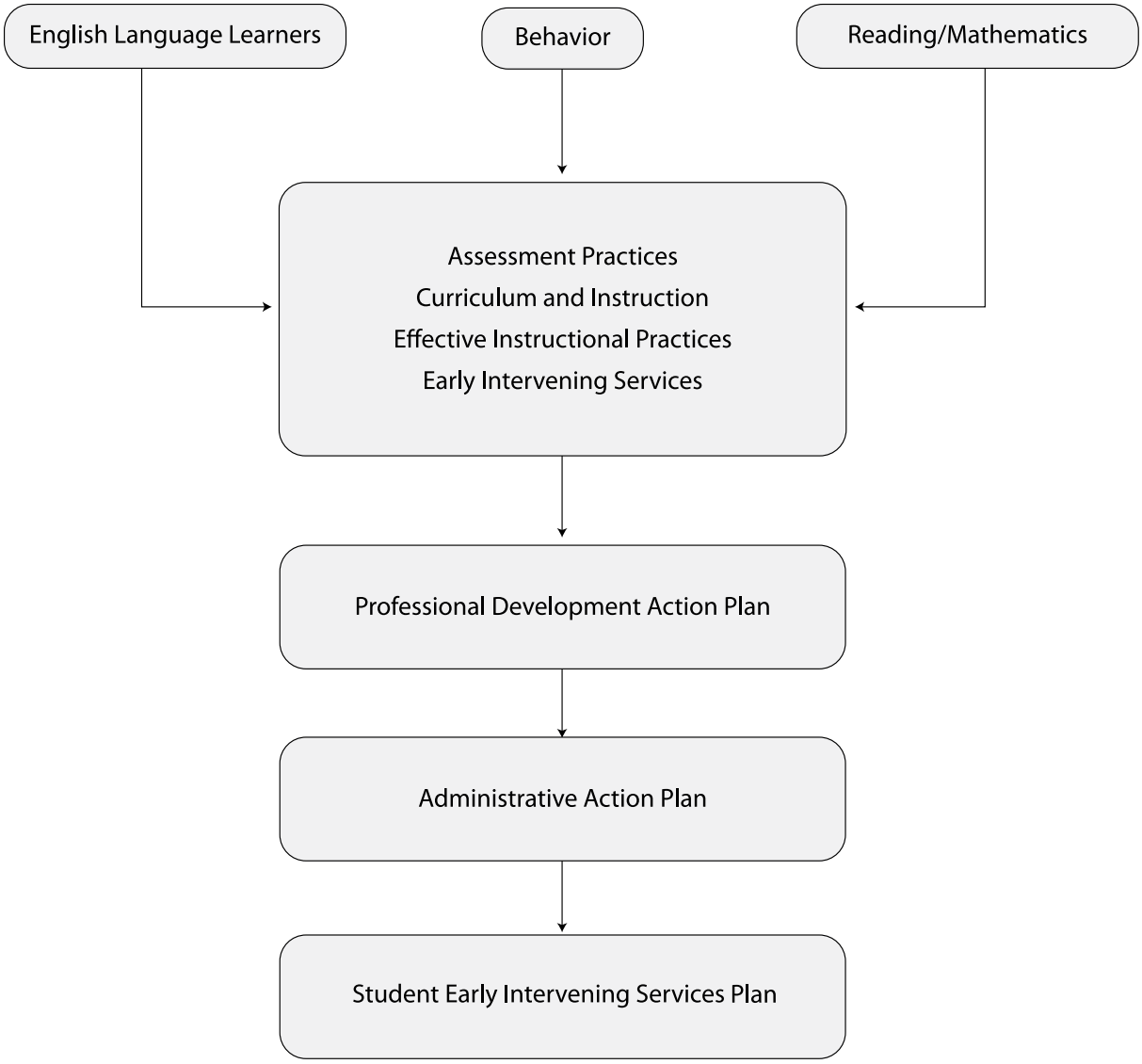
The purpose of this booklet is to provide campus-based administrators and educators with procedures for ensuring appropriate instruction for students struggling with reading, mathematics, and behavior, and for students who are English language learners (ELL). The procedures in this booklet can be used by educators and school teams to identify effective instructional practices and interventions to reduce referrals to special education. Administrators and educators can also use the information gathered from implementing these procedures to document how a student responded to interventions when special education eligibility is being considered. This information assists the admission, review, and dismissal (ARD) committee ensure that lack of appropriate instruction is not the reason for the determination of a student's disability.

Educators can critically examine practices long before students are referred to special education to ensure that appropriate instruction is occurring for all children, including struggling students.

Using the procedures in this booklet before students are referred for special education evaluation can reduce the number of referrals to special education due to inadequate early instruction.

The procedures in this booklet are intended for administrators and educators who work with students at the kindergarten through third-grade level. This booklet should be used in conjunction with other resources provided by the State on effective early interventions to prevent academic failure and to reduce referrals to special education. See Appendix A for a listing of some of these resources.

Instructional Decision-making Procedures



English Language Learners

Decision-Making Questions and Practices for English Language Learners

Use the following questions to determine if effective practices are in place for all students.

1. Conduct a campus (K–3) needs assessment by reviewing the questions and practices below.
2. Identify practices that are not implemented regularly.
3. Develop an action plan.
4. Monitor the action plan.

Assessment Practices

Do we use appropriate assessment practices to identify, plan for, and monitor meeting the instructional needs of struggling students?

Many English language learners fail and are retained in grade, score poorly on achievement tests, are inappropriately referred to special education, or drop out of school. The use of appropriate assessment and intervention practices can help to reduce this trend. What assessment practices can teachers use to document student difficulties?

In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency. **Develop an action plan to address practices that occur "Once a year/Not at all."** (see p.16)

	At regular intervals + ongoing progress monitoring	At regular intervals (3x year)	Once a year/ not at all*
1. Assessment is conducted to analyze performance in the students' use of native language (L1) when appropriate.	☐	☐	☐
2. Assessment is conducted to analyze performance in the students' use of English in listening/understanding, speaking, reading, and writing.	☐	☐	☐
3. Assessment is conducted in the native language to analyze academic performance when appropriate.	☐	☐	☐
4. Assessment is conducted in English (when appropriate) to analyze academic performance. (In bilingual programs, assessment is conducted in both L1 and L 2.)	☐	☐	☐
5. Data are used to identify gaps in content skills and knowledge and proficiencies. (Progress in content areas is assessed separately from progress in L2 development; assessment includes a common set of language rubrics to use and interpret data.)	☐	☐	☐
6. Curriculum-based assessments (e.g., instructional observations, learning inventories, work samples) are conducted.	☐	☐	☐
7. Progress monitoring activities reflect the supports utilized during instruction: Portfolio entries relate to English language proficiency levels and to state academic standards.	☐	☐	☐
8. Portfolios are maintained to document student progress in academic instruction in both L1and L2. (Portfolio entries relate to L2 proficiency levels and to state academic standards.)	☐	☐	☐

** Note: Develop an action plan.*

Curriculum and Instructional Practices

Do we implement appropriate curriculum and instruction to ensure the success of English language learners and prevent school failure?

In your grade-level or vertical team, review each practice and check the box that indicates the presence or absence of the practice. Highlight practices that are absent, list them, and prioritize them on the Professional Development Action Plan. **Develop a Professional Development Action Plan for any item marked "No." (see p.16)**

	YES	NO*
1. Do teachers match the curriculum to students' needs based on background experience, oral language and vocabulary, and assessment data?	☐	☐
2. Do teachers provide opportunities for ELL students to interact with peers or adults who speak their native language?	☐	☐
3. Do teachers provide meaningful opportunities for ELL students to engage in extended dialogues and concentrate on English language learning in small groups and one-to-one settings?	☐	☐
4. Do teachers preview lessons to be conducted in English and in the student's native language, if possible. i. e., do teachers create language supports specifically based on language proficiency levels?	☐	☐
5. Do teachers use language during instruction that is comprehensible and meaningful to students?	☐	☐
6. Do teachers adjust the level of English vocabulary to the appropriate level for the student?	☐	☐
7. Do teachers slow the pace of speech, but keep it natural? Do teachers enunciate clearly?	☐	☐
8. Does the instruction build on words, phonological awareness and phonics concepts that transition easily from one language to another?	☐	☐
9. Does instruction activate background knowledge and connect it to students' lives?	☐	☐
10. Do teachers repeat, rephrase, and extend the students' language to support language learning?	☐	☐
11. Do teachers provide opportunities for incorporating academic discourse into language activities?	☐	☐
12. Do teachers use nonverbal cues, including gestures, facial expressions, dramatic portrayals, physical responses, pictures, videos, and concrete objects?	☐	☐
13. During the delivery of a lesson, do teachers preview the main idea?	☐	☐
14. During a lesson, do teachers explicitly teach key vocabulary words?	☐	☐
15. During the course of a lesson, do teachers repeat key points and main ideas?	☐	☐
16. At the conclusion of the lesson, do teachers review key points and main ideas?	☐	☐
17. Do teachers hold students accountable for what they have learned?	☐	☐
18. Do teachers use graphic organizers, charts, and other visuals to enhance comprehension?	☐	☐
19. Do teachers provide extra support for English language learners, especially when they begin to decode and spell words?	☐	☐
20. Do teachers use instructional materials that are appropriate to the student's culture and other background characteristics?	☐	☐

** Note: Develop an action plan for any item marked "no."*

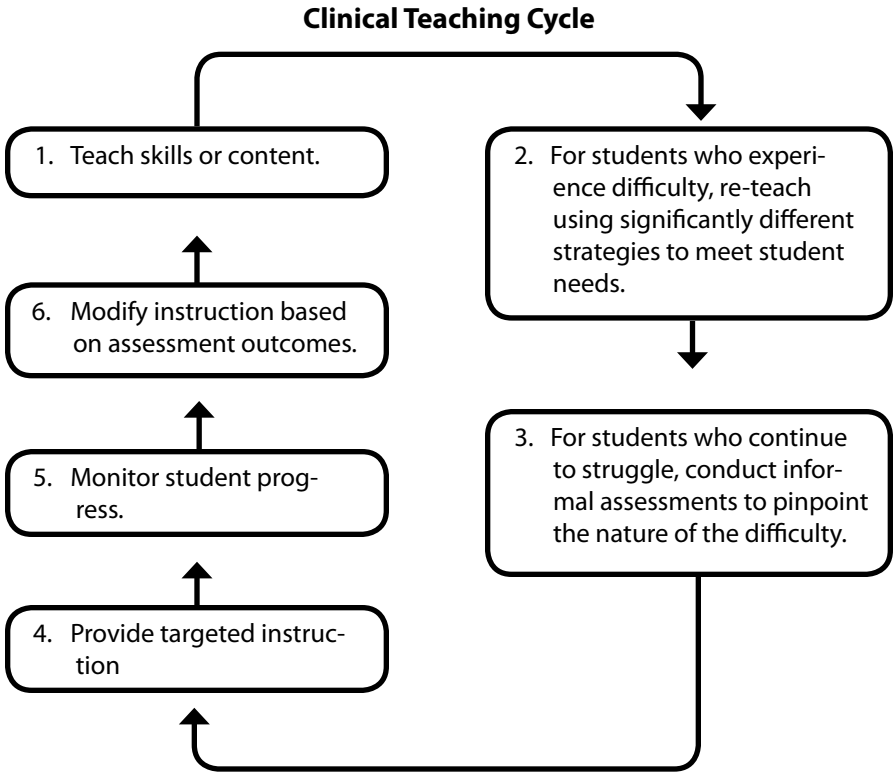
Effective Instructional Practices

Do we implement effective instructional practices for struggling ELL students?

English language learners, like all students, are more successful when they are provided with instruction that closely monitors their learning. Unless problems are resolved quickly, students will be at greater risk for learning difficulties. Clinical teaching is provided as an example of a practice that can help English language learners overcome academic and behavioral problems. It is an ongoing inquiry-based approach in which a teacher assesses student learning, examines the assessment findings in light of the instruction provided, and differentiates re-teaching and practice oportunities to promote student learning.

How does the clinical teaching cycle work?

When students experience difficulty, implement a clinical teaching cycle.



If clinical teaching does not resolve the problem, teachers should have access to additional resources and support practices to help them address the needs of struggling learners. Such practices can include school-based problem-solving teams or consultation.

Early Intervening Services (EIS) for English Language Learners

Do we implement appropriate evidence-based interventions and early intervening services that target the needs of struggling ELL students?

Some students will continue to struggle to learn the academic content of the grade level, even after appropriate assessment, curriculum, and instructional practices are in place. It is advisable to implement additional intervention instruction to target needs of at-risk students. Review procedures and identify priorities for professional development or support that will enhance teachers' abilities to meet at-risk students' needs. **Add identified priorities to the Professional Development Action Plan.** (see p.16.)

	Pending	In Progress	Completed	Date
1. Identify a problem-solving team that includes members knowledgeable in ELL, general education, and special education.	☐	☐	☐	_____
2. Develop criteria for entry into and exit from early intervening services.	☐	☐	☐	_____
3. Conduct additional student assessment to identify specific gaps in student knowledge.	☐	☐	☐	_____
4. Set goals to close knowledge gaps and identify instructional interventions/strategies to help students.	☐	☐	☐	_____
5. Determine the nature of the intervention instruction (group size, how frequent, length of each session, duration of intervention).	☐	☐	☐	_____
6. Determine the need for additional school support team members.	☐	☐	☐	_____
7. Write an EIS Plan for English language learners.	☐	☐	☐	_____
8. Document implementation of the systematic instructional intervention approach indicated in the EIS Plan.	☐	☐	☐	_____
9. Monitor student progress regularly and frequently, and adjust classroom factors.	☐	☐	☐	_____
10. Review assessment findings and refine the instructional intervention.	☐	☐	☐	_____
11. Convene the problem-solving team when progress monitoring data indicates that a student is not adequately responding to intervention instruction.	☐	☐	☐	_____

Early Intervening Services Plan for English Language Learners

Student Name: _____ Grade: _____

Teacher: _____ Team Members: _____

Date Plan Developed: _____ Date Plan Evaluated: _____

Assessment Data/ Areas of Need	Resources, Support, and Activities	Person(s) Responsible	Timeline	Progress-Monitoring Procedure

Requested Resources/Support:

- In-class coaching
- ELL strategies
- Materials
- Other: _____

_____

_____

Professional Development Action Plan

Planning Team: _____ Date: _____

List identified priorities from needs assessment data related to curriculum, instruction, supplemental support, and intervention practices.

Prioritize Practices to Address	Identify and Describe Resources and Activities	Identify Timeline and Person Responsible
1		
2		
3		
4		

Possible Activities

- Obtain instructional materials for identified need(s)
- Obtain training/materials in assessment
- Obtain technology support
- Request support from content area specialist
- Request coaching from peers or consultant

Other Activities

- _____
- _____
- _____
- _____
- _____

Administrative Support for English Language Learners

Are administrative practices in place to support educators of struggling ELL students?

Principals are responsible for ensuring that all students, including English language learners, meet high standards and experience success in school. They routinely evaluate the effectiveness of special language and general education instructional opportunities for second language learners. Review the Professional Development Action Plan(s), and identify additional areas to provide administrative support. **Develop an Administrator's Action Plan for any item marked "no" as well as for priorities identified on Professional Development Action Plans.** **(see p. 16)**

Is additional administrative support needed on our campus?

Professional Expertise and Development	**yes**	***no**
Support for professional development priorities identified in Professional Development Action Plan	☐	☐
Proficiency in the language/dialect other than English (L1) when appropriate	☐	☐
Second language acquisition	☐	☐
Cultural influences on learning	☐	☐
Assessment of L1 and/or L2 language proficiency skills	☐	☐
Assessment of L1 and/or L2 literacy skills	☐	☐
Principles of effective L1 and/or L2 instruction for English language learners	☐	☐
Clinical teaching model	☐	☐
Assessment of student skills in content areas	☐	☐
Informal assessment strategies and progress monitoring	☐	☐
Linguistic accommodations for English language learners	☐	☐
Communicating and partnering with parents and families to promote student progress	☐	☐
Instruction/Intervention		
L1 instruction and/or instruction in English as a second language	☐	☐
Cross-curricular English language acquisition and development	☐	☐
Opportunities to interact with native English speakers	☐	☐
Opportunities to interact with diverse cultural groups	☐	☐
Instruction is explicitly communicated, sequenced, and scaffolded	☐	☐
Instructional focus promotes knowledge transfer to transition students from L1 to L2 language and literacy	☐	☐
Higher order thinking skills	☐	☐
Explicit, basic skills instruction (e.g., phonemic awareness, phonics)	☐	☐

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	yes	*no
Access to high-quality expository and narrative text	☐	☐
Content instruction in L1 is purposeful, relevant, and comprehensible	☐	☐
Purposeful, relevant content instruction using sheltered English strategies, when appropriate	☐	☐
Collaborative learning opportunities with peers proficient in L1 and L2	☐	☐
Varied opportunities to participate (e.g., teacher vs. student directed; small vs. large group)	☐	☐
Students held accountable for previously-taught strategies and content	☐	☐
Instructional Materials		
State adopted materials available in the native language	☐	☐
State-adopted materials available for ESL	☐	☐
Supplemental materials reflect perspectives and contributions of diverse groups	☐	☐
Supplemental materials avoid stereotyping, ethnocentrism and sexism	☐	☐
Supplemental materials depict diverse groups as having varying abilities	☐	☐
Supplemental materials show diverse groups engaged in a broad range of social and professional activities	☐	☐
Supplemental materials represent historical events from the perspectives of various groups	☐	☐
Supplemental materials link meaningfully to the life experiences of students from different racial/ethnic and cultural backgrounds	☐	☐
Culturally diverse content, examples, and experiences are comparable in kind, significance, magnitude, and function to those selected from the mainstream culture	☐	☐
Framework to Communicate with Parents About Progress Toward Annual Goals		
Parent information available in print	☐	☐
Scheduled parent-teacher interaction time	☐	☐
Procedures for reporting student progress in L1,when appropriate	☐	☐
Procedures for reporting student progress in English, when appropriate	☐	☐
Instructional Alternatives for Struggling Learners		
Peer or expert consultation	☐	☐
General education problem-solving teams	☐	☐
Tutorial programs	☐	☐
Other: _____	☐	☐

** Note: Develop an Administrator's Action Plan for any item marked "no."*

Administrator's Action Plan

PD Action Plan Priorities	Administrator's Support Priorities	Activities	Timeline	Resources and Support Systems

Possible Resources

- Central Office Personnel: _____
- Curriculum Coordinator
- Education Service Center
- ELL Specialist
- Parents and Community: _____
- Professional Development
- Special Education Coordinator
- University
- Dyslexia : _____

Referring to Special Education

When is it appropriate for English language learners to be referred for special education evaluation?

Unless the general education system has programs and services, including early intervening services, for ELL students who are struggling with learning, teachers may feel that they have no alternative but to refer students to special education.

Educators should be sure that the characteristics exhibited by a student who is learning a second language are not confused with characteristics of students with language or learning disabilities (see Appendix A). When prevention and early intervention efforts fail to resolve learning problems, then referral to special education is warranted. Documentation of the student's response to intervention provides valuable information to the referral committee. Interventions should continue to be provided and the student's response documented, in the event a student is referred for a comprehensive evaluation for special education.

Referral committees should consider the following questions before recommending a comprehensive evaluation.

Referral Consideration Questions	**yes**	**no**
In addition to the individual who is making the referral, have others (e.g., the English as a Second Language/bilingual teacher, remedial program personnel, parents) noted similar difficulties?	☐	☐
Does the problem exist across contexts (e.g., in general education and ESL/bilingual classes, at home)?	☐	☐
Does the student exhibit the same types of problematic behaviors in the native language as in English?	☐	☐
Has the student failed to learn to read in the native language (L1), despite effective literacy instruction in that language?	☐	☐
Is the student's progress in acquiring English significantly different from that of peers who started at about the same level of English language proficiency and have had comparable instruction?	☐	☐
Is there evidence that difficulties can be explained by cultural differences? If no, adjust instruction to address identified area before referring for special education evaluation.	☐	☐
Has the student had consistent native language instruction? If yes, for how long? _____	☐	☐
Has the student had consistent English as a second language instruction? If yes, for how long? _____	☐	☐
Do grade placements, i.e., promotion or retention, reflect underachievement?	☐	☐
Are there significant life events (e.g., illness, accident) that may have impacted learning?	☐	☐
Are there teacher variables (e.g., absenteeism, expectations, language proficiency, certification, experience) that might affect performance?	☐	☐
Do data show that the student did not respond well to general education interventions?	☐	☐
Are there other variables that could explain the difficulties? If yes, list: _____	☐	☐

Reading and Mathematics Instruction

Decision-Making Questions and Practices for Reading and Mathematics

Use the following questions to determine if effective practices are in place for all students.

1. Conduct a campus (K–3) assessment by reviewing the questions and practices below.
2. Identify practices that are not implemented regularly.
3. Develop an action plan.
4. Monitor the action plan.

Questions	Practices	
	Reading	Mathematics
1. Do we use appropriate assessment practices to identify the instructional needs of, plan for, and monitor meeting the instructional needs of struggling students?	page 23	page 23
2. Do we implement appropriate curriculum and instruction for struggling students?	pages 24-31	pages 24, 33-34
3. Do we implement effective instruction and support practices for struggling students?	page 32	page 35
4. Do we implement appropriate evidence-based interventions and early intervening services for struggling students?	page 36	page 36
5. Are administrative practices in place to support educators of struggling students?	page 39	page 39
6. When is it appropriate for struggling students to be referred to special education?	page 41	page 41

Assessment Practices

Do we use appropriate assessment practices to identify the instructional needs of, plan for, and monitor meeting the instructional needs of struggling students?

Assessment is conducted when teachers first begin to work with students to determine their current levels of performance in relation to the reading and mathematics curriculum for their grade level. Assessment data are used to inform instruction and to identify instructional groups. Assessment is conducted according to district- and state-identified timelines to measure student achievement relative to benchmarks and year-end goals.

Frequent assessment or progress monitoring is conducted to determine how students are performing in relation to their instructional objectives and benchmarks. A critical purpose for collecting progress-monitoring data is to evaluate the effectiveness of instructional practices in helping students reach year-end academic goals. For students who are struggling, data can be used to plan instructional targets or "aim lines" for meeting year-end goals, design teacher-led small group instruction and additional practice opportunities to monitor student learning and progress in closing gaps in performance.

Research Note on Progress Monitoring

Students whose teachers collect and record data regularly and use the data to make instructional decisions show more academic progress than students whose teachers do not use progress-monitoring procedures. Teachers' accuracy in judging student progress increases when they use progress-monitoring procedures consistently (Stecker & Fuchs, 2000; Haager, Klingner, and Vaughn, 2007; xc vc Fuchs, Fuchs, & Vaughn, 2008).

In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency. **Develop a Professional Development Action Plan for items that are checked "Sometimes" or "Not at all."** (see p. 38)

	All the time	*Sometimes	*Not at all
1. Assessment is conducted prior to instruction to determine student performance levels.	☐	☐	☐
2. Data are used to identify gaps in skills and knowledge.	☐	☐	☐
3. Data are used to group and regroup students according to purpose of instruction, i.e., homogeneous and heterogenous groups.	☐	☐	☐
4. Progress-monitoring is conducted on skills being taught.	☐	☐	☐
5. Error analysis is conducted to identify specific skills that are problematic.	☐	☐	☐
6. Progress-monitoring data are compared to benchmarks and used to inform instructional practices.	☐	☐	☐
7. District and state assessment timelines are used to monitor student progress compared to benchmarks and year-end goals.	☐	☐	☐
8. Teachers are trained to administer, score, and interpret assessment measures they are asked to use.	☐	☐	☐

** Note: Develop an action plan.*

Curriculum and Instruction

Do we implement appropriate curriculum and instruction for struggling students?

Reading

The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), effective September 4, 2008, are organized into the following strands: Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions (http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.pdf). The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report; focus on this strand is intended to assist campus teams in planning effective reading instruction for all students. In this section, the Reading TEKS are summarized in statements that identify essential, interrelated reading components: print awareness, phonological awareness, phonics, fluency, vocabulary development, comprehension, and media literacy. These components constitute the basic core reading curriculum. A wide range of reading materials at various levels that foster an appreciation for reading and literature, and that meet students' specific instructional needs, should be used (see Appendix A for references that contain more comprehensive explanations of effective early reading curriculum and instruction).

Mathematics

The TEKS identify six essential components of the mathematics curriculum for Grades K–3: (a) number, operation, and quantitative reasoning; (b) patterns, relationships, and algebraic thinking; (c) geometry and spatial reasoning; (d) measurement; (e) probability and statistics; and (f) underlying processes and mathematical tools (http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111a.pdf). These components make up the basic core mathematics curriculum. Materials for early mathematics instruction should address these components. A wide range of mathematics materials at various levels should be used (see Appendix A).

Reading Curricula and Practices

Components of an early reading curriculum are listed, along with examples of practices. No sequence of instruction is implied with this list; rather, teachers work on several components at a time. In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. Blank boxes are provided to add other practices. **Develop a Professional Development Action Plan for practices that are implemented less than twice weekly. (see p. 38)**

Beginning Reading/Print Awareness (K-2): Students understand how English is written and printed.	**3–5 times weekly**	***1–2 times weekly**	***0 times weekly**
1. Teachers engage students in a variety of activities that help them learn how the sounds of language can be represented by printed words.	☐	☐	☐
2. Teachers provide activities that teach the names of letters (K), correspondence of sounds to letters, and that sequences of letters form words.	☐	☐	☐
3. Teachers provide activities that help students recognize the distinguishing features of a sentence.	☐	☐	☐
4. Other: _____	☐	☐	☐
Beginning Reading/Phonological Awareness (K-1): Students display phonological awareness.			
1. Teachers engage students auditorily in a variety of language games, including identifying rhyming words, identifying the number of syllables in words, segmenting words into syllables, and blending phonemes to say words.	☐	☐	☐
2. Teachers teach students to isolate initial, medial, and final sounds in spoken words.	☐	☐	☐
3. Provide opportunities for students to learn to segment a word into phonemes, and to manipulate (add, delete, or substitute) the phonemes to form new words.	☐	☐	☐
4. Other: _____	☐	☐	☐
Beginning Reading/Phonics (K–3): Students use the relationship between letters and sounds, spelling patterns, and morphological analysis to decode written English.			
1. Teachers teach students to identify the common sounds that letters represent and to use them to decode regular words. (K)	☐	☐	☐
2. Teachers provide activities that allow students to practice decoding words in isolation and in context by applying common letter-sound correspondences (1-3).	☐	☐	☐
3. Teachers provide activities that help students learn common syllabication patterns to decode words (1-3).	☐	☐	☐

** Note: Develop an action plan.*

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	3–5 times weekly	*1–2 times weekly	*0 times weekly
4. Teachers provide activities that help students recognize that new words are created when letters are changed, added or deleted (K)	☐	☐	☐
5. Teachers provide students with opportunites to practice reading base words with inflectional endings (1) and common prefixes and suffixes (2).	☐	☐	☐
6. Teachers engage students in activities to practice using their knowledge of base words to read common compound words (1).	☐	☐	☐
7. Teachers provide students with activities to practice use of contractions (1-3), abbreviations (2), and recognition of high frequency words (K-2).	☐	☐	☐
8. Teachers provide students with strategies to monitor their accuracy of decoding.	☐	☐	☐
9. Other: _____	☐	☐	☐

Beginning Reading/Strategies (K–3): Students comprehend a variety of texts drawing on useful strategies as needed.

1. Teachers provide activities for students to make and confirm predictions.	☐	☐	☐
2. Teachers provide opportunities for students to ask and respond to questions about text.	☐	☐	☐
3. Teachers teach students to ask relevant questions, seek clarification, and locate facts and details about stories and other texts.	☐	☐	☐
4. Teachers help students establish the purpose for reading a text, and teach students strategies to monitor comprehension and make adjustments when understanding breaks down.	☐	☐	☐
5. Other: _____	☐	☐	☐

Fluency (1–3): Students read grade-level text with fluency and comprehension.

1. Teachers provide students with opportunites to read aloud grade-level text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	☐	☐	☐
2. Other: _____	☐	☐	☐

Vocabulary Development (K-3): Students understand new vocabulary and use it when reading and writing.

1. Teachers teach students to identify and use words that name actions, directions, positions, sequences, and locations (K); and words that name persons, places, or things (nouns) (1).	☐	☐	☐
2. Teachers provide students with opportunitites to use prefixes and suffixes to determine the meaning of words (2-3).	☐	☐	☐
3. Teachers teach students to recognize that compound words are made up of shorter words (K) and how to use knowledge of components to determine a word's meaning (1).	☐	☐	☐

** Note: Develop an action plan.*

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	3–5 times weekly	*1–2 times weekly	*0 times weekly
4. Teachers provide students with activities for using context to determine the meaning of unfamiliar words, multiple meaning words (2-3), and homographs (3).	☐	☐	☐
5. Teachers provide students with opportunities to deepen their knowledge of words by having them sort words into conceptual categories (K-1), identify antonyms and synonyms, (2-3), and homographs , homophones and word play (3).	☐	☐	☐
6. Teachers teach students dictionary skills to find words, including using a picture dictionary (K), alphabetizing words by first or second letter (1-2), by third letter, or using a glossary to determine meaning , syllabication, and pronunciation of unknown words.	☐	☐	☐
7. Other: _____	☐	☐	☐
Comprehension of Literary Text/Theme and Genre (K-3): Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.			
1. Teachers teach students to identify the elements of a story including setting, character and key events (K).	☐	☐	☐
2. Teachers provide students with opportunities to identify the theme of a story (K), and connect the meaning of a well-known story or fable to personal experiences (1), identify moral lessons as themes (2), and paraphrase the themes and supporting details of fables, legends, myths or stories (3).	☐	☐	☐
3. Teachers provide students with opportunities to recognize recurring phrases, and characters in traditional folk and fairy tales (K-1), compare different versions of the same story (2), and compare/contrast the settings in myths and traditional folktales.	☐	☐	☐
4. Other: _____	☐	☐	☐
Comprehension of Literary Text/Poetry (K-3). Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.			
1. Teachers provide activities for students to respond to rhythm and rhyme (K), and to use rhythm, rhyme, and alliteration in poetry (1).	☐	☐	☐
2. Teachers provide opportunities for students to describe how rhyme, rhythm, and repetition interact to create images in poetry (2).	☐	☐	☐
3. Teachers provide opportunities for students to describe the characteristics of various forms of poetry and how they create imagery (3).	☐	☐	☐
4. Other: _____	☐	☐	☐

** Note: Develop an action plan.*

Comprehension of LIterary Text/Drama (K-3). Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	**3–5 times weekly**	***1–2 times weekly**	***0 times weekly**
1. Teachers provide opportunities for students to identify the elements of dialogue and use them in informal plays (2), and to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed. (3).	☐	☐	☐
2. Teachers provide opportunities for students to learn about plot and settings, including retelling a main event (K), describing the plot and retelling the story's beginning, middle and end (1).	☐	☐	☐
3. Teachers provide opportunities for students to describe similarities and differences in plots and settings of several works by the same author (2), and to sequence and summarize the plot's main events and explain their influence on future events (3).	☐	☐	☐
4. Teachers provide opportunities for students to describe the characters in a story and the reasons for their actions (K); feelings (1); traits, motivations and feelings (2), and interaction of characters, including their relationships and the changes they undergo (3).	☐	☐	☐
5. Teachers provide opportunities for student to identify whether the narrator or speaker of a story is first or third person (3).	☐	☐	☐
6. Other: _____	☐	☐	☐
Comprehension of Literary Text/Literary Nonfiction (1-3): Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.			
1. Teachers provide activities for students to determine whether a story is true or a fantasy and explain why (1), to distinguish between fiction and nonfiction (2), and to explain the difference in point of view between a biography and autobiography (3).	☐	☐	☐
2. Other: _____	☐	☐	☐
Comprehension of Literary Text/Sensory Language (1-3). Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.			
1. Teachers provide activities for students to recognize sensory details in literary text (1), recognize that some words and phrases have literal and non-literal meanings (2), and identify language that creates a graphic, visual experience and appeals to the senses (3).	☐	☐	☐
2. Other: _____	☐	☐	☐

** Note: Develop an action plan.*

Comprehension of Text/Independent Reading (1-3). Students read independently for sustained periods of time and produce evidence of their reading.	**3–5 times weekly**	***1–2 times weekly**	***0 times weekly**
1. Teachers provide opportunities for students to read independently for a sustained period of time (1), and paraphrase what the reading was about, maintaining meaning (2), and maintaining logical order (3).	☐	☐	☐
2. Other: _____	☐	☐	☐
Comprehension of Informational text/Culture and History (K-3): Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.			
1. Teachers provide opportunities for students to identify the topic of an informational text heard (K), identify the topic and explain the author's purpose in writing the text (1-2), and locate the author's stated purposes in writing the text (3).	☐	☐	☐
2. Other: _____	☐	☐	☐
Comprehension of Informational/Expository Text (K-3): Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.			
1. Teachers provide activities for students to identify the topic and details in expository text heard or read, referring to the words and/or illustrations (K), restate the main idea, heard or read (1).	☐	☐	☐
2. Teachers provide opportunities for students to identify the main idea in a text and distinguish it from the topic (2), and to identify the details or facts that support the main idea (3).	☐	☐	☐
3. Teachers provide activities for students to retell (K) or identify (1) important facts in a text, heard or read; locate facts that are clearly stated in a text (2), and draw conclusions from the facts presented in text and support those assertions with textual evidence (3).	☐	☐	☐
4. Teachers provide opportunities for students to discuss the ways authors group information in a text (K), retell the order of events by referring to words and/or illustrations (1), describe the order of events or ideas (2), and identify explicit cause and effect relationships among ideas in texts (3).	☐	☐	☐
5. Teachers provide activities for students to use titles and illustrations to make predictions about text (K), use text features to locate specific information in text (1-2), and to make and verify predictions about contents of text (3).	☐	☐	☐
6. Other: _____	☐	☐	☐
Comprehension of Informational/Persuasive Text (3): Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.			
1. Teachers provide students with opportunities to identify what the author is trying to persuade the reader to think or do.	☐	☐	☐
2. Other: _____	☐	☐	☐

** Note: Develop an action plan.*

Comprehension of Informational Text/Procedural Text (K-3): Students understand how to glean and use information in procedural texts and documents.	**3–5 times weekly**	***1–2 times weekly**	***0 times weekly**
1. Teachers provide activities for students to follow: pictorial directions (K), written multistep directions with picture cues (1), written multi-step directions (2), and also explain a set of written multi-step directions (3).	☐	☐	☐
2. Teachers provide activities for students to identify the meaning of specific signs (K), explain the meaning of specific signs and symbols (1), use common graphic features to assist in the interpretation of text (2), and locate and use specific information in graphic features of text (3).	☐	☐	☐
3. Other: _____	☐	☐	☐
Media Literacy (K-3): Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.			
1. Teachers provide opportunities for students to identify different forms of media (K), recognize different purposes of media (1-2), and understand how communication changes when moving from one genre of media to another (3).	☐	☐	☐
2. Teachers provide activities for students to identify techniques used in media (K-1), describe techniques used to create media messages (2), and explain how various design techniques used in media influence the message (3).	☐	☐	☐
3. Teachers provide opportunities for students to identify various written conventions for using digital media (2), and to compare various written conventions used for digital media (3).	☐	☐	☐
4. Other: _____	☐	☐	☐
Comprehension Skills (K-3): Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.			
1. Teachers provide opportunities for students to discuss the purpose for reading and listening to various texts (K), establish purposes for reading selected texts based on desired outcome to enhance comprehension (1), based on content to enhance comprehension (2), and based upon own or others' desired outcome to enhance comprehension (3).	☐	☐	☐
2. Teachers provide opportunities for students to ask and respond to questions about the text (K), ask literal questions about text (1-2), and ask literal, interpretive, and evaluative questions of text (3).	☐	☐	☐
3. Teachers provide opportunities for student to monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) (K-1), and by generating questions (2-3).	☐	☐	☐
4. Teachers provide opportunities for students to make inferences based on the cover, title, illustrations, and plot (K); and make inferences about text and use textual evidence to support understanding (1-3).	☐	☐	☐
5. Teachers provide activities for students to retell or act out important events in stories (K), and in logical order (1-2), and summarize information in text, maintaining meaning and logical order (3).	☐	☐	☐

** Note: Develop an action plan.*

continued on next page

	3–5 times weekly	*1–2 times weekly	*0 times weekly
6. Teachers provide opportunities for students to make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence (K-2); and make connections between literary and informational texts with similar ideas and provide textual evidence (3).	☐	☐	☐
7. Other: _____	☐	☐	☐

Effective Reading Instruction and Practices

Do we implement effective instruction and support practices for struggling students?

Components of early reading instruction are listed, along with examples of practices. In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. **Develop Professional Development Plan for practices that are "not done" consistently or at all.** (See p. 38)

Delivery of Instruction	**Done consistently**	***Not done consistently**	***Not done at all**
1. Explicit instruction using modeling and thinking aloud	☐	☐	☐
2. Guided practice with multiple opportunities to practice and review skills	☐	☐	☐
3. Corrective feedback when mistakes occur	☐	☐	☐
4. Checking for student understanding	☐	☐	☐
5. Teaching skills to mastery	☐	☐	☐
Instructional Grouping			
1. Small (3–5 students), similar-ability groups of students receiving 20 minutes of instruction identified for their needs	☐	☐	☐
2. Student pairs with a higher performing student helping a struggling student	☐	☐	☐
3. Instructional grouping based on assessment of needs	☐	☐	☐
Instructional Materials/Technology	**Present and used consistently**	***Present but used rarely**	***Not present**
1. Classroom materials with various difficulty levels for the range of reading abilities in the class	☐	☐	☐
2. Classroom libraries in which books are grouped by reading level so that children can select interesting materials at their reading levels	☐	☐	☐
3. Decodable texts that emphasize the sound-symbol relationships being taught	☐	☐	☐
4. Books on tape/CD-ROM that enable children to read repeatedly to build fluency and comprehension	☐	☐	☐
5. Materials to develop early reading skills, including magnetic letters, letter tiles, flashcards, and story maps for comprehension	☐	☐	☐

** Note: Develop an action plan.*

Mathematics Curricula and Practices

Components of an early mathematics curriculum are listed, along with examples of practices. No sequence of instruction is implied with this list; rather, teachers work on several components at a time. In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. Blank boxes are provided to add other practices. **Develop a Professional Development Action Plan for practices that are implemented less than two times weekly.** (See p. 38)

Number, Operation, and Quantitative Reasoning (K–3): Students use numbers in expressing quantities and relationships and use basic operations (K–2: +, -) to solve problems, and develop basic concepts of fractions and decimals (3).	**3–5 times weekly**	***1–2 times weekly**	***0 times weekly**
1. Teachers engage students in activities with sets of concrete objects that represent quantities and help them understand basic math operations or concepts.	☐	☐	☐
2. Teachers provide students with sufficient time and activities to master basic number facts and basic operations.	☐	☐	☐
3. Teachers engage students in activities in which they learn fraction names and compare parts of whole objects or sets of objects in a problem situation using concrete models.	☐	☐	☐
4. Other: _____	☐	☐	☐
Patterns, Relationships, and Algebraic Thinking (K–3): Students represent objects or relationships, make predictions, and solve problems with patterns (K–2) and appropriate language and organizational structures (3).			
1. Teachers provide opportunities for students to use concrete and pictorial patterns to predict what comes next and solve problems.	☐	☐	☐
2. Teachers provide activities based on real-life situations that ask students to identify patterns in numbers (odd, even, patterns in place value) and patterns in basic operations such as addition, subtraction, multiplication, and division.	☐	☐	☐
3. Teachers provide students with activities that help them recognize patterns in numbers and operations.	☐	☐	☐
4. Other: _____	☐	☐	☐
Geometry and Spatial Reasoning (K–3): Students describe shapes, solids, and locations in the physical world with informal language (K–2) and with formal language (3).			
1. Teachers provide activities requiring students to identify congruent shapes and create shapes with lines of symmetry using concrete models and technologies.	☐	☐	☐

** Note: Develop an action plan.*

continued on next page

	3–5 times weekly	*1–2 times weekly	*0 times weekly
2. Teachers engage students in activities asking them to locate numbers by points on a line and to name numbers (whole numbers, fractions) on a line.	☐	☐	☐
3. Teachers engage students in activities that teach the characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	☐	☐	☐
4. Other: _____	☐	☐	☐
Measurement (K–3): Students develop measurement concepts (K–2) and use numbers, standard units, and measurement tools for description, comparison, and estimation of objects, and for problem solving (3).			
1. Teachers provide opportunities for students to understand standard units and use them appropriately for description, estimation, and problem solving.	☐	☐	☐
2. Teachers engage students in problem-solving activities in which they are required to measure length, area, and so forth.	☐	☐	☐
3. Teachers engage students in activities that apply measurement techniques, tools, and formulas.	☐	☐	☐
4. Other: _____	☐	☐	☐
Probability and Statistics (K–3): Students organize data, appropriately display the data (K–2), and interpret the data (3).			
1. Teachers engage students in activities in which they represent events with concrete manipulatives or drawings.	☐	☐	☐
2. Teachers ensure that students use standard units of length, weight, capacity, and time.	☐	☐	☐
3. Teachers encourage students to display data in pictographs and bar graphs, and teach them how to interpret information from the graphs.	☐	☐	☐
4. Other: _____	☐	☐	☐
Underlying Processes and Mathematical Tools (K–3): Students use problem solving, language and communication connections, formal and informal reasoning, technology, and other mathematics tools.			
1. Teachers have students solve real-life problems and engage in mathematical conversations.	☐	☐	☐
2. Teachers engage students in activities in which they explain and record observations using objects, words, pictures, numbers, and technology.	☐	☐	☐
3. Teachers provide students with activities that develop appropriate problem-solving strategies, including drawing a picture, looking for a pattern, systematically guessing and checking, making a table, working a simpler problem, or working backwards to solve a problem.	☐	☐	☐
4. Other: _____	☐	☐	☐

** Note: Develop an action plan.*

Effective Mathematics Instruction and Practices

Do we implement effective instruction and support practices for struggling students?

Components of an early mathematics curriculum are listed, along with examples of practices. In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. **Develop a Professional Development Action Plan for practices that are "not done consistently" or "at all."** (See p. 38)

Delivery of Instruction	**Done consistently**	***Not done consistently**	***Not done at all**
1. Instruction based on students' informal mathematical knowledge	☐	☐	☐
2. Instruction based on various activities that are active, and rich in mathematical language	☐	☐	☐
3. Explicit instruction using modeling and thinking aloud	☐	☐	☐
4. Balanced instruction with conceptual understanding and procedural skills development	☐	☐	☐
5. Corrective feedback and appropriate reinforcement	☐	☐	☐
6. Guided practice and sufficient time to review prerequisite skills and practice new skills	☐	☐	☐
7. Teaching skills to mastery	☐	☐	☐
Instructional Grouping			
1. Small groups (3–5 students), similar-ability groups of students receiving 20 minutes of instruction identified for their needs.	☐	☐	☐
2. Student pairs with a higher performing student helping a struggling student	☐	☐	☐
3. Instructional grouping based on assessment of instructional needs	☐	☐	☐
4. Various grouping formats, depending on the purpose of the lesson and the needs of students	☐	☐	☐
Instructional Materials/Technology	**Present and used consistently**	***Present but used rarely**	***Not present**
1. Diverse activities of various levels of difficulty to meet students' needs	☐	☐	☐
2. Classroom materials that cover and enhance early mathematics skills	☐	☐	☐
3. Grade-appropriate mathematics texts that cover the critical components of a mathematics curriculum for the early grades and are based on real-life application	☐	☐	☐
4. Concrete and visual manipulatives for understanding and communication	☐	☐	☐
5. Classroom materials that include game-like activities to engage students	☐	☐	☐
6. CD-ROM and activities that enable students to solve problems systematically and repeatedly for mastery and transfer	☐	☐	☐

** Note: Develop an action plan.*

Early Intervening Services (EIS) for Reading and Mathematics

Do we implement appropriate evidence-based interventions and early intervening services for struggling students?

Some students will continue to struggle to learn the academic content of the grade level, even after appropriate assessment and instructional practices are in place. It is advisable to implement additional small-group intervention instruction to target needs of at-risk students. Review procedures and identify priorities for professional development or support that will enhance teachers' abilities to meet at-risk student needs. **Add identified priorities to the Professional Development Action Plan.** (See p. 38).

	Pending	In-Progress	Completed	Date
1. Identify a problem-solving team.	☐	☐	☐	_____
2. Develop criteria for entry into and exit from early intervening services.	☐	☐	☐	_____
3. Conduct additional student assessment to identify specific gaps in knowledge and skills of struggling students.	☐	☐	☐	_____
4. Set goals to close knowledge gaps and identify instructional interventions/strategies to help student(s).	☐	☐	☐	_____
5. Determine the nature of the intervention instruction (group size, how frequent, length of each session, duration of intervention)	☐	☐	☐	_____
6. Determine need for instructional materials, technology support, in-class coaching, and so forth.	☐	☐	☐	_____
7. Write an EIS Action Plan for at-risk students.	☐	☐	☐	_____
8. Document systematic implementation of EIS action plans over a reasonable period of time.	☐	☐	☐	_____
9. Assess and monitor at-risk student progress regularly and frequently, and adjust instruction.	☐	☐	☐	_____
10. Reassess and refine the EIS Action Plan, convening problem-solving teams to review plans for students who are not responding adequately to intervention.	☐	☐	☐	_____
11. Refer the student for special education evaluation if inadequate progress is determined through documentation of assessment and ongoing intervention efforts.	☐	☐	☐	_____

Early Intervening Services (EIS) Plan for Reading/Mathematics

Student Name: _____ Grade: _____

Teacher: _____ Team Member: _____

Date Plan Developed: _____ Date Plan Evaluated: _____

Instructional Practices	Resources, Support, and Activities	Person(s) Responsible	Timeline	Progress-Monitoring Procedure

Requested Resources/Support:

- In-class coaching
- Reading or Mathematics Specialist
- Materials
- Other: _____

_____

_____

Professional Development Action Plan

Participants: _____ Date: _____

Prioritize Practices to Address	Identify and Describe Resources and Activities	Identify Timeline and Person Responsible
1		
2		
3		
4		

Possible Activities

- Need Instructional Materials
- Request Professional Development
- Need Technology Support
- Request Support from Reading/Math Specialist
- Request In-class Coaching/Support

Other Activities

- _____
- _____
- _____
- _____
- _____

Administrative Practices for Reading and Mathematics Instruction

Are administrative practices in place to support educators of struggling students?

Professional Expertise and Development	**yes**	***no**
Do I have in place specific systems that will assess the knowledge and skills of the instructional staff relative to the critical components of a reading curriculum for early grades?	☐	☐
Do I have in place specific systems that will assess the knowledge and skills of the instructional staff relative to the critical components of a mathematics curriculum for early grades?	☐	☐
Are there professional development activities for the identified knowledge and skill needs of instructional staff?	☐	☐
Do I have the expertise, or have I identified and designated a person on the school staff, to exercise the responsibility to work with teachers in selecting classroom materials?	☐	☐
Do I have an identified specialist to help teachers?	☐	☐
Data Systems and Analysis		
Do I have in place systems that supply data for assessing teacher proficiency and student success in utilizing the reading and mathematics materials currently used in this school?	☐	☐
Do I have in place formative systems to provide evidence of effectiveness of the instructional strategies being utilized throughout the year?	☐	☐
Do I have in place systems to provide information regarding student progress in reading and mathematics throughout the school year and not just at the end of the semester or end of the year?	☐	☐
Have I designated the person(s) responsible for monitoring student progress and instructional effectiveness and communicated to the instructional staff the processes and timelines involved?	☐	☐
Parents		
Do I have in place systems that ensure that information on student progress in reading and mathematics is communicated to parents?	☐	☐
Budget		
Do I budget resources to support reading and mathematics instruction as a high priority in my school?	☐	☐

* *Note:* **Develop an Administrator's Action Plan for any item marked "no."** (See p. 40)

Administrator's Action Plan

Administrator's Practice Priorities	Activities	Timeline	Resources and Support Systems

Possible Resources

- Central Office Personnel
- Curriculum Coordinator
- Dyslexia Specialist
- Education Service Center
- Parents, Community
- Professional Development
- Special Education Coordinator
- University

Referring to Special Education

When is it appropriate for struggling students to be referred to special education?

When prevention and early intervention efforts fail to resolve learning problems, then referral to special education is warranted. Documentation of the student's response to intervention provides valuable information to the referral committee. Interventions should continue to be provided and the student's response documented, in the event a student is referred for a comprehensive evaluation for special education.

Referral committees should consider the following questions before recommending a comprehensive evaluation.

Referral Consideration Questions	**yes**	**no**
In addition to the individual who is making the referral, have others noted similar difficulties?	☐	☐
Does the learning problem exist across contexts (e.g., in classroom, tutoring, intervention settings, after school programs, at home)?	☐	☐
Has the student failed to meet grade level expectations despite effective intervention?	☐	☐
Is the student's progress in acquiring English significantly different from that of peers who started at about the same level of English language proficiency and have had comparable instruction?	☐	☐
Is there evidence that difficulties can be explained by cultural differences?	☐	☐
If no, has instruction been adjusted to address identified area before referring for special education evaluation?	☐	☐
Do grade placements, i.e., promotion or retention, reflect underachievement?	☐	☐
Are there significant life events (e.g., illness, accident) that may have impacted learning?	☐	☐
Are there teacher variables (e.g., absenteeism, expectations, language proficiency, experience) that might affect performance?	☐	☐
Does data show that the student did not respond adequately to general education interventions?	☐	☐
Are there other variables that could explain the difficulties?	☐	☐

If yes, list: _____

Positive Behavioral Supports

Decision-Making Questions and Practices for Positive Behavioral Supports

Use the following questions to determine if effective practices are in place.

1. Conduct a campus (K–3) assessment by reviewing the questions and practices below.
2. Identify practices that are not implemented regularly.
3. Develop an action plan.
4. Monitor the action plan.

Questions	Practices
1. Do we use appropriate assessment practices to identify behavioral needs and to plan for and monitor behavior?	page 44
2. Do we implement effective instructional practices for teaching positive behavior?	page 45
3. Do we implement appropriate evidence-based interventions and early intervening services for struggling students?	pages 46
4. Are administrative practices in place to support educators of struggling students?	page 50

Assessment Practices

Do we use appropriate assessment practices to identify behavioral needs and to plan for and monitor behavioral intervention?

Effective assessment practices document the environmental conditions that predict and maintain the occurrence of inappropriate student behavior. Schools that implement a Positive Behavior Support (PBS) model focus on teaching and encouraging positive behavior management. The goal of PBS is to enhance the capacity of schools to educate all students, especially students with challenging behaviors, by adopting a sustained, positive, preventative, and effective instructional approach to schoolwide discipline and behavior management. When behavioral expectations are taught and reinforced in a schoolwide discipline and behavior management system, more energy can be directed to academic learning. Having a system in place allows school staff to quickly identify students who are not meeting behavioral expectations and intervene to help the students engage in positive behaviors. Most students respond to the interventions based on the assessment practices described below.

Sometimes, interventions are unsuccessful not because of their components, but rather because they were implemented inconsistently across staff and school contexts, or with insufficient time for the desired effect to occur. An intervention's failure may be due to inconsistency and/or a lack of opportunity over time.

The following procedure can be used to determine the effectiveness of interventions.

Step 1: List the specific interventions that were tried.

Step 2: For each intervention listed in Step 1, state how long the intervention was implemented.

Step 3: Provide data collected for each intervention. Summarize changes in levels of performance. (A good rule of thumb is a change in the desired direction of student performance within 2 weeks.)

Step 4: Indicate the meetings that were held to present the intent, procedures, and responsibilities of parties involved.

In grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. **Develop a Professional Development Action Plan for items that are implemented "sometimes" or "not at all."** **(See p. 49)**

	All the time	*Sometimes	*Not at all
Teacher interviews are conducted.**	☐	☐	☐
Student interviews are conducted.**	☐	☐	☐
Observations are conducted in settings where a student is having difficulty to identify antecedent events that trigger and consequent events that maintain student use of problem behavior (see Appendix A).	☐	☐	☐
Sufficient observation time (10–20 occurrences of the behavior) is allowed for clear identification of antecedent and consequence events related to problem behavior.	☐	☐	☐
Observations are conducted in settings where a student does not have difficulty, to identify antecedent and consequent events that promote appropriate behavior (see Appendix A).	☐	☐	☐

** Note: Develop an action plan. **Assessment interviews are available from a variety of sources (see O'Neill et al., 1997).*

Effective Instructional Practices for Teaching Positive Behavior

Do we implement effective instructional practices for teaching positive behavior?

For students who are at risk for school failure, teacher behavior and class organization play a large role. At-risk students are more dependent on the critical teaching behaviors of modeling, reinforcement, instructional planning, and organization of lessons that are designed to teach mastery. Essential behavior management practices are listed below.

In your grade-level or vertical team, review each practice and check the box that indicates the presence or absence of the practice. **Develop a Professional Development Action Plan for any item marked "no."** (See p. 49)

	yes	*no
Is the classroom arrangement conducive to learning? Does the student have access to pertinent areas, people, or materials?	☐	☐
Does the student have a clear visual path to the material and/or presentation of lessons?	☐	☐
Is the classroom arranged to minimize distractions?	☐	☐
Are classroom expectations clearly presented as related to school-wide rules?	☐	☐
Are classroom expectations taught, reviewed, and promoted throughout the school day?	☐	☐
Are more positive comments made following desired behavior than negative comments following inappropriate behavior toward the student in a given day?	☐	☐
Is the student likely to get attention from staff for doing what is expected?	☐	☐
Does the teacher provide verbal (or other) reinforcement for achieving academic goals and for meeting behavioral expectations?	☐	☐
Does the teacher effectively use visual and verbal prompts to elicit appropriate behavior?	☐	☐
Does the teacher redirect misbehavior (i.e., state that an error has been made, ask the student what the appropriate behavior should be, provide opportunities for the student to demonstrate the behavior, and provide reinforcement for doing so)?	☐	☐
Does the teacher refrain from using reprimands (i.e., a response to problem behavior that has a negative tone and does not provide the student with the opportunity to practice and receive contingent reinforcement for correct behavior)?	☐	☐

** Note: Develop an action plan for any item marked "no."*

Early Intervening Services in Behavior Practices

Do we implement appropriate evidence-based interventions and early intervening services for struggling students?

Before a student is referred for evaluation for special education services, documentation of clear and consistent behavior management interventions across the school and/or classroom must be made. A referral to special education is appropriate only when a student continues to present challenging behavior despite intervention practices whose effectiveness is evidenced by the majority of students meeting the behavioral expectations. A particular student's behavior pattern must clearly differentiate him or her from other students. If more than 10% of students in a particular classroom or overall school have difficulty meeting a particular behavioral expectation, then school staff should first develop activities to help all students meet this expectation before individual supports are developed. It is only when sound school-wide programming and promotion of appropriate behavior is documented and found to be ineffective for a particular child that individualized supports should be developed.

	Pending	In-Progress	Completed	Date
1. Identify a problem-solving team that includes key members knowledgeable of positive behavior support resources.	☐	☐	☐	_____
2. Conduct additional student assessment to identify problems.	☐	☐	☐	_____
3. Determine behavior adaptations necessary to help the student.	☐	☐	☐	_____
4. Set goals to improve student behaviors and identify instructional interventions/strategies to help students.	☐	☐	☐	_____
5. Determine necessity for additional student support team members, ie., a behavior specialist, or an in-class coach.	☐	☐	☐	_____
6. Write an EIS plan for student behavior.	☐	☐	☐	_____
7. Document implementation of the systematic behavioral intervention indicated in the EIS plan over a reasonable period of time.	☐	☐	☐	_____
8. Monitor student progress regularly and frequently and adjust classroom factors.	☐	☐	☐	_____
9. Review assessment findings and refine the behavioral intervention.	☐	☐	☐	_____

Effective Behavior Intervention Practices Based on Function

Select practices to help students master objectives. Record appropriate practices on the Early Intervening Services (EIS) Action Plan for Behavior. (See p. 48)

Assessment Components

- Identify the specific school rules or classroom rules that the student is consistently not meeting
- Provide a clear definition of problem behavior stated in observable and measurable terms
- Identify antecedents to and consequences for problem behaviors
- Identify the function of or purpose for each specific behavior of concern
- Select a measurement system to document the number of times the behavior occurs

For Student Behavioral Error

- Provide a specific praise statement to other students who are meeting expectations
- Provide redirection (get student's attention, state in neutral tone that an error has been made, state expected behavior, have student engage in appropriate behavior, provide praise statement contingent upon successful display of appropriate behavior)

Effective Intervention

- Remove the documented antecedents to problem behavior
- Strengthen the antecedent to the desired behavior
- Control access to the identified reinforcer of problem behavior
- Provid a rich reinforcement schedule for appropriate behavior
- Use reinforcers identified by students as important to them
- Use interventions logically tied to functional behavioral assessment data
- Develop an implementation plan that specifies each educator's role, and how consistent messages and responses by staff will occur

Effective Behavior Managers

- Actively scan the environment to ensure that students are meeting expectations
- Provide contingent and specific praise statements to those who are meeting expectations
- Move around the environment and use proximity as a means to reduce problem behavior
- Spend more time reinforcing appropriate behavior than responding and reacting to problem behavior
- Actively teach and promote each specific behavior and routine they wish students to display
- Monitor their effectiveness each day, and make modifications to how they prompt and respond to problem behavior
- Use an established plan for responding to problem behaviors
- Teach relevant, high-interest, skill-level-appropriate academic content in a well-paced manner
- Use a variety of instructional formats

Early Intervening Services (EIS) Action Plan for Behavior

Student Name: _____ Grade: _____

Teacher: _____ Team Members: _____

Date Plan Developed: _____ Date Plan Evaluated: _____

Function/Practice	Resources, Support, and Activities	Person(s) Responsible	Timeline	Progress-Monitoring Procedure

Requested Resources/Support:

- In-class coaching
- Behavior Support Team
- Behavior Specialist
- Other: _____

_____

_____

Professional Development Action Plan for Positive Behavior Support

Participants: _____ Date: _____

Prioritize Practices to Address	Identify and Describe Resources and Activities	Identify Timeline and Person Responsible

Possible Activities

- Obtain Instructional Materials
- Request support from Behavior Specialist
- Request Professional Development
- Obtain Technology Support
- Request In-class Coaching/Support

Other Activities

- _____
- _____
- _____
- _____
- _____

Administrative Practices for Positive Behavioral Supports

Are administrative practices in place to support educators of struggling students?

Professional Expertise and Development	**yes**	***no**
Do we have a school-based behavior support team?	☐	☐
Does our team have the required skills to provide positive behavior support for teachers?	☐	☐
If not, do we have a plan to increase school-level expertise in positive behavior support?	☐	☐
Do teachers have access to team expertise in an efficient manner—within one week, has the behavior support team scheduled and conducted an initial assessment?	☐	☐
Do I have knowledge and skill sufficient to analyze and recognize behavioral issues, cues, sanctions (positive and negative), and student behavioral responses to specific cues in the classroom environment? If not, do I have other professionals with such expertise who are consistently available in the school?	☐	☐
Do I have a behavioral specialist available on staff or quickly available who can assist teachers with the collection, analysis, and interpretation of student behavioral data?	☐	☐
Have I used the expertise of this staff member or specialist adequately to address the problems?	☐	☐
Data Systems and Analysis		
Does the school have systems in place to collect, record, and analyze student behavioral data, such as the correlation between discipline referrals and intervention strategies?	☐	☐
Have behavior referrals to the office increased or decreased this year compared with last year? Have I analyzed why?	☐	☐
Parents		
Do I have expertise available in the school to help teachers work with parents to develop effective behavioral intervention strategies for students?	☐	☐

* *Note*: **Develop an Administrator's Action Plan for any item marked "no."** (See p. 51)

Administrator's Action Plan

Administrator's Practice Priorities	Activities	Timeline	Resources and Support Systems

Possible Resources

- Central Office Personnel
- Curriculum Coordinator
- Behavior Specialist
- Education Service Center
- Parents, Community
- Professional Development
- Special Education Coordinator
- University

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Appendix A
Resources Section

English language learners (ELL)

Don't be confused. Students with language or learning disabilities and students acquiring English as a second language have similar characteristics.

- Articulation and pronunciation errors
- Poor comprehension
- Forget easily
- Cannot follow directions
- Poor oral language skills
- Syntactical and grammatical errors
- Low vocabulary
- Reading below grade level
- Poor spelling
- Anxious
- Short attention span
- Frequently off task
- Do not complete tasks
- Cannot work independently
- Shy, withdrawn
- Poor motivation
- Distractible
- Low self-esteem

Reading Resources

From the Texas Education Agency:

- *Best Practices Clearinghouse, http://www.teabpc.org/*
- *Texas Reading Initiative products, http://ritter.tea.state.tx.us./reading/products/products.html*

From other sources:

- *Preventing Reading Difficulties in Young Children, the 1998 National Research Council report*
- *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*
- *Improving Schooling for Language-Minority Children: A Research Agenda. (2007) National Research Council Institute of Medicine.*

From the Vaughn Gross Center for Reading and Language Arts, http://www.meadowscenter.org/vgc/

- *Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program*
- *Coordinating for Reading Instruction: General Education and Special Education Working Together*

Mathematics Resources

- Educational JAVA™ Programs, http:// www.arcytech.org/java/
- Mathematics Institute for Learning Disabilities and Difficulties, http://meadowscenter.org/institutes/math/
- Texas Early Mathematics Inventories (TEMI)
- Mathematics TEKS Toolkit, http://www.utdanacenter.org/mathtoolkit/index.php
- PBS Teachers, http://www.pbs.org/teachers/classroom/k-2/math/resources/

Behavior Resources

- Center for Effective Collaboration and Practices, http://cecp.air.org/
- Center for the Study and Prevention of Violence, http://www.colorado.edu/cspv/
- National Center on Education, Disability, and Juvenile Justice, http://www.edjj.org
- National Center on Positive Behavior Interventions and Support, http:// www.pbis.org
- National Dissemination Center for Children with Disabilities, http://www.nichcy.org/pages/Home.aspx
    0. Oregon Research Institute, http://www.ori.org
    1. Oregon Social Learning Center, http://www.oslc.org
- Texas Behavior Support Initiative, http://www.txbsi.org

Response to Intervention (RtI or RTI)

From the Texas Education Agency:

- Special Education in Texas
    - Response to Intervention, http://ritter.tea.state.tx.us/special.ed/rti
    - Commissioner's Rules: Response to Intervention Guidance, http://ritter.tea.state.tx.us/curriculum/RtI/RtIGuidanceDocument.pdf
    - Reading and Special Education, http://ritter.tea.state.tx.us/special.ed/reading/resource.html

From the Meadows Center for Preventing Educational Risk

- Building RtI Capacity in Texas Schools, http://buildingrti.utexas.org
- Center on Instruction, Special Education strand, http://www.centeroninstruction.org

From other sources

- CREATE Brief: Response to Intervention and English Language Learners, http://www.cal.org/create/resources/pubs/CREATEBrief_ResponsetoIntervention.pdf

Appendix B
Ways to Differentiate Instruction for Struggling Students

Activate and build students' background knowledge	Review/reteach previously taught information and skills	Present new material in small steps	Model procedures and/or "think aloud"
• Determine requisite knowledge/skills. • Build on what students already know. • Consider cultural and linguistic diversity	• Keep reviews frequent, brief, and spaced out over time. • Try multiple techniques when reteaching; vary presentation/format from initial instruction.	• Reduce the amount of new information presented at one time. • Use a logical sequence (e.g., progress from easier to more complex, separate easily confused concepts). • Include many examples and, when appropriate, nonexamples.	• Demonstrate how a task is done. • "Think aloud" and explain the thinking processes used.

Provide guided practice	Check for understanding	Provide appropriate feedback	Include opportunities for extensive practice
• Give helpful hints or reminders. • Clarify misconceptions. • Incorporate concrete manipulatives, graphic organizers, and/or hands-on activities. • Have students work in small groups or with partners.	• Ask different levels of questions and encourage students to generate questions. • Use a variety of ways for students to respond. • Incorporate sufficient wait time. • Teach self-monitoring, such as graphing progress.	• Use prompts to help students notice, find, and/or fix errors, and to write responses. • Encourage students with prompts of encouragement.	• Monitor initial independent practice. • Integrate practice of new knowledge/skills with those previously taught. • Encourage application and/or generalization in a variety of contexts. • Have students practice until mastery or automaticity is achieved.

Appendix C
Effective Instructional Practices

Effective teachers incorporate a variety of practices to help students master instructional objectives. These practices apply to all students, but are especially helpful to students who are struggling with learning.

Presentation Techniques

- Make learning visible and explicit.
- Use clear, simple directions.
- Adjust pacing.
- Highlight key information.
- Reduce amount of information/skills taught.
- Use study guides, semantic maps, and graphic organizers.
- Activate background knowledge.
- Allow alternative ways to demonstrate learning.
- Increase the amount of small-group instruction weekly.
- Change grouping from small groups to pairs.

Practice Techniques

- Use peer and cross-age tutoring.
- Use games.
- Use manipulatives.
- Provide more frequent practice on less information/fewer skills.
- Use computer programs.
- Ensure mastery before moving on to next skill.
- Provide a variety of practice opportunities (e.g., manipulatives, problem solving, explanations).

Feedback Practices

- Use prompts to help students notice, find, and/or fix errors and write responses.
- Encourage students with prompts of encouragement.

Textbook/Materials

- Highlight key points/concepts.
- Provide books on tape/CD-ROM with study guides.
- Reduce amount of reading.
- Use shared reading or have peers read to students.
- Provide study guides.
- Highlight directions.
- Use high-interest/low-vocabulary books.
- Use trade books/textbooks written at various levels.

Content

- Use task analysis to divide tasks into smaller steps.
- Identify and check to see if students have prerequisite skills.
- Teach the vocabulary of instruction (e.g., direction words).
- Teach technical vocabulary.
- Relate concepts to each other using graphic organizers, such as semantic maps.

Check for Understanding

- Ask different levels of questions and encourage students to generate questions.
- Use a variety of ways for students to respond.
- Incorporate sufficient wait time.
- Teach self-monitoring, such as graphing progress.