

October | 09

*How the EBIS/RTI Process Works in  
Secondary Schools*

Tigard Tualatin School District, Tigard, Oregon

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## How the Effective Behavior and Instructional Support (EBIS) Process Works in Secondary Schools

### The EBIS team has three purposes:

1. To review school-wide behavior and academic data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic and/or behavior support.
3. To plan, implement, and modify interventions for these students as well as monitor their progress. Depending on each student's "response to intervention," a formal referral for special education evaluation may result.

EBIS is intended to be a structured, systematic process involving the following features and activities: team membership, school-wide planning, planning for the 20%, monthly meetings, and individualizing-intensifying interventions.

**Team membership:** Leadership by the principal is essential. EBIS Team membership also must include classroom teachers representing grade levels, the Instructional Coordinator, Reading Specialist, School Counselor, and specialists from Special Education, Alternative Education, and ELL programs.

**Planning for all students (School-wide):** Three times a year, early fall, and at the end of the first and third quarters, School-wide EBIS teams review data on student performance such as academic data (e.g., Maze-CBM, OAKS, ELPA, ACT, etc.), behavior referral data, grades, and attendance in order to evaluate the effectiveness of the "Core Programs". Data should be reviewed for "all students" including disaggregating results by race and program (i.e., SPED, ELL) to look for trends for school improvement.

The EBIS model is predicated on the notion that all students can make adequate growth and that Core Programs should meet the needs of at least 80% of the student population. If this is not the case, the team needs to plan and implement professional development to shore up the Core Program." This means the School-wide EBIS Team **MUST** inspect Core Programs, foster difficult yet productive conversations about whether the Core is meeting the needs of 80% of all students, and plan prevention/intervention activities that target areas which data analysis suggests need attention (e.g., professional development, re-teaching of basic skills, re-teaching school rules and expectations consistently, etc.). It is vital to have the building principal on the team to ensure that fundamental organizational decisions can be made, resources can be allocated, and instructional delivery is effective and the program is delivered with fidelity.

**Planning for the 20% (Targeted groups):** Students who have been screened and placed into reading, math, or behavior interventions and/or who have other significant academic, behavioral or attendance problems are listed on the EBIS Group Intervention & Planning Form. This is usually best accomplished by grade level or regional teacher teams with core member(s) of the EBIS team assisting them. At the monthly EBIS team meetings, these teacher teams choose interventions for groups of students with similar needs from the appropriate Standard Protocol (i.e. Reading, Behavior, etc.). They also decide on what progress data to collect and the person responsible for collecting the data. The appropriate EBIS Student Intervention Profile is initiated at this time for all students in interventions.

**EBIS 20% team meetings:** EBIS teams convene monthly to evaluate the progress of the students involved in group and individual interventions including those students that receive services through special education. The team reviews progress-monitoring data for each student, analyzing *aimlines* and *trendlines* (see "Decision Rules for Grades 6-12"). Using the decision rules, one of four different decisions may be made at this meeting for each student being reviewed:

- 1) the group intervention has been successful and the student no longer needs it
- 2) the intervention is working, but should be continued as it is necessary for continued success;
- 3) the group intervention is not working for the student and should be revised or refined. (If the student is in a Tier Three Intervention, the team should first collect and analyze data as described in the "Individualizing, Intensifying Intervention" section on page 3.);
- 4) the student has not made adequate progress during an entire semester in the most appropriately intensive intervention (i.e. Language!) and therefore the team should consider a referral for a special education evaluation.

***Individualizing, Intensifying Intervention:*** When a student has four consecutive progress monitoring scores below the aimline or at least 6 scores whose trendline will not meet the target score by year end, a change in intervention should be made. If the student is currently in Tier Three Intervention, additional information must be gathered in order to select an intervention that is specifically targeted to the student's needs. EBIS teams should fill out and send the EBIS Team Meeting Notice to parents inviting them to attend a meeting to gather information and begin planning for a more individualized intervention. A Developmental History should be completed at this time and the parents should be given the RTI Parent Brochure describing how the Response to Intervention process works. If the student is an English Language Learner (ELL), the ELL teacher should obtain information about the child's language development and evaluate how the student's cohorts are progressing as well.

Prior to the parent meeting, teams review each student's cumulative record using the Individual Problem Solving Worksheet. Although time consuming, this level of evaluation is necessary for only a small percentage of students. It provides detail on the student's history and needs and is important for designing an effective, individualized intervention. Another resource for students with behavioral issues is the Functional Behavior Assessment protocol, which can easily be completed by the team with support from the counselor and/or school psychologist.

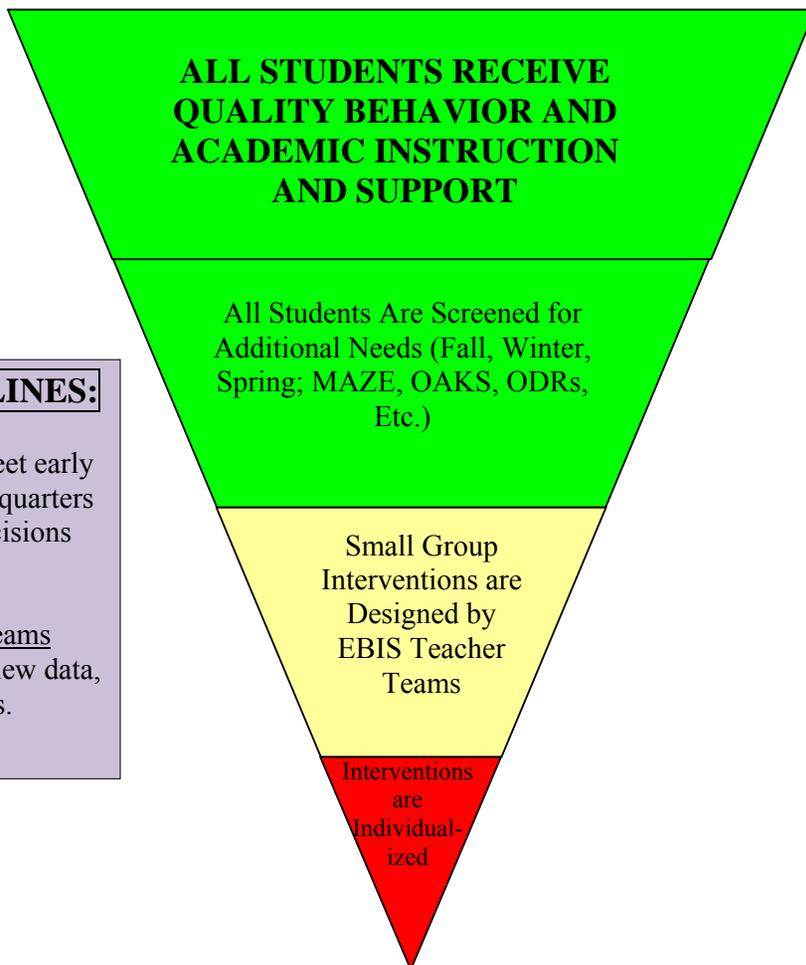
At the individualized planning level, it is also necessary to assign a case manager from the EBIS team for each student. The case manager's responsibility is to ensure that the intervention is implemented consistently and with fidelity, and that progress is monitored according to the schedule agreed upon by the team. In addition, the case manager continues to track intervention details using the EBIS Student Intervention Profile. Case managers report back to the EBIS team on the progress of the students under their supervision at least every six weeks

Based on the Developmental History, Individual Problem Solving Worksheet, ELL information, and progress monitoring data, the EBIS team will develop an intervention that specifically targets the student's individual needs. Progress monitoring continues and after at least 6 weeks in the individualized intervention or at the end of the semester, the team will determine whether:

- 1) The student has improved substantially and no longer needs to be included in an intervention group.
- 2) The student has improved substantially and the team reduces the intensity of the intervention and continues to monitor progress.
- 3) The student is an English Language Learner and is struggling with reading comprehension in comparison with his or her ELL Cohort. The intervention designed to improve comprehension will be continued for one additional 4 to 6 weeks period prior to referring to Special Education.
- 4) A referral for a formal special education evaluation is appropriate. The information from the intervention profile, progress-monitoring information, developmental history, and individual problem solving worksheet should be included with the referral as they provide evidence regarding the student's responses to various interventions. While RTI is used only for Specific Learning Disability identification, the information collected may be useful for any special education referral. See the most current Special Education Procedures Manual for details on the special education process

**EBIS Identification Process  
Secondary Schools  
Tigard-Tualatin School District, Tigard, Oregon**

**DECISION RULES:**



**TEAMWORK TIMELINES:**

EBIS School-wide teams meet early fall, and after the 1<sup>st</sup> and 3<sup>rd</sup> quarters to review data and make decisions about school-wide progress.

EBIS Grade level /teacher teams meet at least monthly to review data, plan and adjust interventions.

**80% Decision Rule:** If 80% of students by subgroup are meeting benchmarks, celebrate the success of your Core Program and look for ways to improve. If less than 80% are meeting benchmark, review the Core Program.

**20% Decision Rule:** The lowest 20% of students based on school-wide screening measures, and/or with chronic behavior needs are discussed to determine the appropriate intervention.

**Intensify/Change Intervention Rule:** When students fail to make sufficient progress, intensify the intervention using the appropriate TTSD Standard Protocol.

**Individualize Intervention Rule:** When students fail to make sufficient progress despite intensified interventions, develop an individually designed intervention

**Refer for Special Education Evaluation Rule:** When students fail to make progress after 1 semester in the most intensive, instructionally appropriate intervention (e.g., Language!).



## EBIS Reading Protocol – Grades 6-12

Grade	Universal Screening Tools	Core Program	Second Tier Interventions	Third Tier Interventions
6-8	<ul style="list-style-type: none"> <li>• MAZE</li> <li>• Oregon Assessment of Knowledge &amp; Skills (OAKS)</li> </ul>	<ul style="list-style-type: none"> <li>• HOLT – Elements of Literature</li> <li>• HOLT – Elements of Language</li> <li>• Content Literacy Strategies Supported Throughout All Content Areas</li> </ul>	<ul style="list-style-type: none"> <li>• Soar to Success                             <ul style="list-style-type: none"> <li>• 45 minutes/day Minimum</li> </ul> </li> <li>• Six Minute Solution</li> </ul>	<ul style="list-style-type: none"> <li>• Language!                             <ul style="list-style-type: none"> <li>• 90 minutes/day</li> </ul> </li> <li>• Rewards                             <ul style="list-style-type: none"> <li>○ 30-45 minutes/day</li> </ul> </li> <li>• Corrective Reading</li> <li>• Phonics for Reading (SPED only)</li> <li>• Great Leaps (SPED Only)</li> <li>• Edmark (SPED only)</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Oregon Assessment of Knowledge &amp; Skills (OAKS)</li> </ul>	<ul style="list-style-type: none"> <li>• Content Literacy Strategies Supported Throughout All Content Areas</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Strategies                             <ul style="list-style-type: none"> <li>• Identify Text Structure</li> <li>• Predictions</li> <li>• Main Idea/Detail</li> <li>• Inferences</li> <li>• Visualization</li> <li>• Summarizing</li> <li>• Definition Word Chart</li> </ul> </li> <li>• Six Minute Solution</li> </ul>	<ul style="list-style-type: none"> <li>• Language!                             <ul style="list-style-type: none"> <li>• 90 minutes/day</li> </ul> </li> <li>• Rewards</li> <li>• Corrective Reading</li> <li>• Great Leaps (SPED Only)</li> <li>• Edmark (SPED only)</li> </ul>
<i>Who does this work?</i>	Instructional Coordinators	ALL STAFF	Language Arts Teachers / Reading Specialists/Others as needed	Reading Specialists, Special Education and ELL Teachers

## EBIS Reading Decision Rules – Grade 6 - 12

### *Identifying and Placing Students in Intervention*

- Student at each grade level scoring in the lowest 20 percent on Maze-CBM, or at or below the 35<sup>th</sup> percentile on the OAKS, are further assessed to determine skill level, instructional needs, and appropriate placement in a reading intervention (See Reading Placement Criteria). Students meeting criteria will be placed in interventions and progress monitoring will begin.

*(continue decision rules on reverse side)*

## **EBIS Reading Decision Rules – Grade 6 – 12 (continued)**

### ***Progress Monitoring***

- Progress monitoring will occur every other week with Maze measures for students in literacy interventions. Grade level material will be used to assess progress toward grade level goals.
  - See page 9 in the EBIS Handbook for progress monitoring guidance for students *far below* grade-level expectations.

### ***Intensifying Interventions***

The EBIS team will consider intensifying an intervention under the following conditions:

- The student has 4 consecutive Maze-CBM scores below the aimline.
- Maze-CBM trendline analysis of at least six data points indicates a flat or declining slope AND scores are below the 50<sup>th</sup> percentile.
- For ELL Students, check the progress of the cohort group after each 6-week period to determine whether an individual student's progress is significantly different from the group.
- Students that have not been identified as eligible for special education services should be moved to increasingly intensive literacy interventions. In most cases this will be the Tier III Language! program.

### ***Individualizing Interventions***

- The EBIS team will develop an individualized intervention if a student in a Tier Three intervention has four consecutive Maze CBM scores below the aimline or six scores whose trendline will not meet the target score by year end. Prior to individualizing the intervention, the EBIS team should select a case manager, complete the Individual Problem Solving Worksheet, complete a developmental history, provide parents with the RTI Brochure, and if the student receives ELL services, do a language level assessment.
- Selected members from the EBIS team will meet with parents to develop an individualized plan and interventions that are based on all sources of information.

### ***Refer to Special Education***

- Maze-CBM data continues below the aimline after one semester in the most appropriately intensive intervention OR
- After one highly structured, 6-week, individually designed intervention, progress continues below aimline OR
- The team determines that the support is so significant that the student will need continued individual and intensive instruction.
- If the student is an English Language Learner and is struggling with reading comprehension in comparison with their ELL Cohort, then an intervention designed to improve comprehension should be implemented for no more than one semester prior to referring to Special Education.

### ***Exiting Interventions***

- Maze scores result in 4 data points above the aimline AND are at or above the 50<sup>th</sup> percentile;
- Grade+ scores are at or above the 4<sup>th</sup> stanine;
- OAKS scores are at or above the 36<sup>th</sup> percentile

## Progress Monitoring Guidance for Students Far Below Grade-Level Expectations

- For students whose reading skills are well below grade level, the EBIS team may choose to monitor progress at the student's instructional level *as well* as at their grade level.
  - Only grade level data should be used in making high-stakes decisions (such as referral to special educations).
- The team may determine that it is appropriate to monitor less frequently in grade level material (i.e., monthly, or 3 times per year) in cases in which the student has previously been identified with a learning disability, or in other situations in which data for high-stakes decisions is not needed.
- For monitoring progress at a student's instructional level, the team will select the measure that best matches the instructional content and goals, allows the student to demonstrate success with skill acquisition, and at the same time provides room for growth over time.
  - For most secondary students, Maze-CBM will continue to be the measure of choice as it will meet these criteria and is directly connected to Maze-CBM screening measures. For students with more significant deficits, the DIBELS Oral Reading Fluency measures may be used.
  - Suggested Maze-CBM probes to use with students in Language! (in addition to on grade-level probes):
    - 1<sup>st</sup> Grade for Book A,
    - 2<sup>nd</sup> Grade for Book B,
    - 5<sup>th</sup> Grade for Book C,
    - 8<sup>th</sup> Grade for Books D-F

## Reading Placement Criteria-Middle School

Class	Placement Criteria
Regular Language Arts	* OAKS score at or above the 36 <sup>th</sup> tile
Regular Language Arts/Watch List	* OAKS score equal to or below the 35 <sup>th</sup> tile * Fluency at or above 115 (6 <sup>th</sup> ) and 120 (7 <sup>th</sup> and 8 <sup>th</sup> ) * Accuracy rate at or above 90% * SRAI- 0-7 errors on the two passages
Regular Language Arts/Fluency Practice	* OAKS score equal to or below the 35 <sup>th</sup> tile * Fluency at or below 115 (6 <sup>th</sup> ) and 120 (7 <sup>th</sup> and 8 <sup>th</sup> ) * Accuracy rate at or above the 90% * SRAI- 0-7 errors on the two passages
SOAR to Success	* OAKS score equal to or below the 35 <sup>th</sup> tile * Fluency at or above 115 (6 <sup>th</sup> ) and 120 (7 <sup>th</sup> and 8 <sup>th</sup> ) * Accuracy rate at or above 90% * SRAI- 8 or more errors on the two passages OR 4 or more errors on 1 grade level passage
LANGUAGE!	* OAKS score equal to or below the 35 <sup>th</sup> tile * Fluency at or below 115 (6 <sup>th</sup> ) and 120 (7 <sup>th</sup> and 8 <sup>th</sup> ) * Accuracy rate at or below 90% SRAI- 8 or more errors on the two passages * LANGUAGE! Placement Test indicating a need for A or C.

## Reading Placement Criteria-High School

Class	Placement Criteria
Regular Language Arts	* OAKS score at or above the 36%tile
Regular Language Arts/Watch List	* OAKS score equal to or below the 35%tile * Fluency at or above 120 * Accuracy rate at or above 90% * SRAI-0-5 errors on the two passages
Comprehension Strategies	* OAKS score equal to or below the 35%tile * Fluency at or above 120 * Accuracy rate at or above 90% SRAI-6 or more errors on the two passages
LANGUAGE!  **Administer the LANGUAGE! Placement Test to any student scoring at the 5 <sup>th</sup> grade level or below	* OAKS score equal to or below the 35%tile * Fluency at or below 120 * Accuracy rate at or below 90% * SRAI-6 or more errors on the two passages *LANGUAGE! Placement Test indicating a need for A or C

## **ELL Decision Rules for Placement in Reading Interventions New Students/Yearly Screening**

1. Gather the following data:
  - Latest OAKS R/LA RIT score
  - Latest LAS/ELPA scores
2. If the OAKS score is greater than the 36%tile then place student in regular Language Arts.
3. If the OAKS score is equal to or below the 36%tile then check the students ELPA score: (use LAS if no ELPA score)
  - If they have a 1 or 2 then consider the following:
    - Have they been in ELL for more than 3 years?
    - What is their oral language score?
      - If they have been in ELL for more than 3 years than proceed with normal screening regardless of the oral language score. (If the oral score is a 1 or 2 the EBIS team should be looking closely at this student.)
      - If they have been here less than 3 years and they have an ELPA speaking score of 1 or 2 then place students in ELD and screen using Language! 4<sup>th</sup> edition placement test.
4. IF students screen into the LANGUAGE! Program, then do the following:
  - Place students scoring 1- 3 in the same class with an ELL Language! teacher using Language! 4<sup>th</sup> edition Redband based on the results of the placement test.
  - Place students scoring a 4 or 5 with any LANGUAGE! teacher based on results of placement test.

## Guidelines for English Language Learners (ELLs)

If an ELL student's scores fall in the lowest 20% of all students in the same grade level at the same school, the ELL teacher should present the following information at the next EBIS meeting:

- language level,
- length of time in the country
- language(s) spoken in the home
- language of instruction
- length of time in ELL
- the completed *EBIS ELL Instructional History* document.

The ELL teacher should also review the progress of other ELL students in the reading intervention. The ELL teacher with help from the EBIS team should identify a "cohort group" if possible. A cohort group is defined as at least three students with similar language levels, educational experiences, and cultural backgrounds (such as length of time in country, language in the home, language of instruction, and length of time in ELL).

Sheltered instruction is a critical component of core instruction for English Language Learners. Confirm the following occurs in the core reading group:

1. students understand the directions and instructions
2. vocabulary is pre-taught
3. students are actively engaged and given multiple opportunities to interact with each other and the teacher
4. the instructor knows the language levels and characteristics in the cohort group
5. the curriculum is appropriate for the English language level of the students

If the group is making progress, but the student is not:

1. The EBIS team places the student in an intervention and monitors his or her progress.
2. Ensure that the instructor knows the language level of the student and is teaching using strategies that are effective for that level.
3. Ensure that teacher is clearly explaining instructions and new vocabulary.

If the student has four data points below the aimline after 4 to 6 weeks in intervention:

1. Again review the cohort and if the cohort isn't making progress, ensure that the above strategies are being applied.
2. If the cohort is making progress, but the student is not, make a change to the intervention as listed on the EBIS Protocol.
3. Review the cohort after each tier 2 intervention

If the student has failed to make adequate progress after one quarter in the most appropriately intensive intervention, begin the individualization process and collect and review the following:

- Developmental History
- Problem Solving Worksheet
- BICS & CALP Checklist
- Socio-Cultural Checklist (if needed)
- EBIS ELL Instructional History
- Acculturation Quick Screen (for students in US less than three years)

1. The EBIS Team selects an intervention that is specifically targeted to the student's needs.
2. Continue to progress monitor the student and review the progress of the cohort.
3. If the student fails to make progress that is commensurate with their cohort after one semester, consider a referral for special education evaluation.

## EBIS ELL Instructional History document

To be completed and considered by the EBIS team before placing an ELL student in an intervention.

<b><u>Student/Family Background Information</u></b>	
How long has he/she been in school in the U.S.?	
Did he/she go to school in home country? For how long? How consistently?	
Is there a history of the student moving back and forth between home country and U.S.? Is this document in the ELL file?	

<b><u>Language Information</u></b>	
Does he/she read in his/her first language? If so, at what level? (Can be assessed by LAS in Spanish, should be assessed in other languages, ask parents)	
Has the student been in an intensive ELD program for at least 30 minutes a day?	
How many points did the student gain on the ELPA from year 1 to 2?	
Look at ELPA strand data, where are the students struggling? How are the areas they are struggling in being targeted in ELD classes?	
Are you able to determine if language is the primary issue? For example, is a student's reading skill level or language skill level impacting his/her ability to perform on ELPA/OAKS? (These are interdependent. The team's task is to determine which one is the primary barrier.)	

<b><u>Instruction</u></b>	
Was the student instructed in Spanish or English?	
Does this student have access to core content? This means that his/her teacher has been trained in sheltered instruction and is using the strategies with this student?	
Does the instructor know the language level of the student and is he/she adjusting instruction accordingly?	
Has the student been in an intensive ELD Program? <ul style="list-style-type: none"> <li>• How many minutes a day?</li> <li>• How many years?</li> <li>• Is it intensive, direct, well paced?</li> </ul> How is his/her progress being monitored?	

## Secondary EBIS Student Intervention Profile – READING

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **ID Number:** \_\_\_\_\_

**Initial Data Information:**      **Initial Grade Level:** \_\_\_\_\_

Attach DIBELS Individual Student Profile and Progress Monitoring Report or IPAS Report.

Most Recent OAKS RIT Scores & %iles: (grade taken \_\_\_\_): R/L \_\_\_\_ M \_\_\_\_ Wr. \_\_\_\_ Sci. \_\_\_\_

ELL Language Level: \_\_\_\_\_ Math CBM Screening Score: \_\_\_\_\_

Attendance Issues: \_\_\_\_\_ YTD Absences \_\_\_\_ YTD Tardies \_\_\_\_

Behavioral Issues: \_\_\_\_\_

(If behavioral concerns, attach SWIS Individual Student Report or data on behavior plan)

Number of Health Room Visits in past month: \_\_\_\_\_

**Intervention #1 SOAR:** \_\_\_\_ **Language!** \_\_\_\_ **Other:** \_\_\_\_\_

Start Date: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Curriculum: \_\_\_\_\_

Group Size:      6-15: \_\_\_\_ 15-30: \_\_\_\_ Class: \_\_\_\_

Frequency:      **Daily** \_\_\_\_ **Every Other Day** \_\_\_\_

Duration:      45 min.: \_\_\_\_ 60 min.: \_\_\_\_ Other: \_\_\_\_

Intervention Teacher: License Reg: \_\_\_\_ License Spec.: \_\_\_\_ Other: \_\_\_\_\_

End Date: \_\_\_\_\_ **Attach Progress Monitoring Data**

**Print and attach the Attendance Summary for this intervention period.**

**Intervention #2 SOAR:** \_\_\_\_ **Language!** \_\_\_\_ **Other:** \_\_\_\_\_

Start Date: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Curriculum: \_\_\_\_\_

Group Size:      6-15: \_\_\_\_ 15-30: \_\_\_\_ Class: \_\_\_\_

Frequency:      **Daily** \_\_\_\_ **Every Other Day** \_\_\_\_

Duration:      45 min.: \_\_\_\_ 60 min.: \_\_\_\_ Other: \_\_\_\_

Intervention Teacher: License Reg: \_\_\_\_ License Spec.: \_\_\_\_ Other: \_\_\_\_\_

End Date: \_\_\_\_\_ **Attach Progress Monitoring Data**

**Print and attach the Attendance Summary for this intervention period.**

**Intervention #3 SOAR:** \_\_\_\_ **Language!** \_\_\_\_ **Other:** \_\_\_\_\_

Start Date: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Curriculum: \_\_\_\_\_

Group Size:      6-15: \_\_\_\_ 15-30: \_\_\_\_ Class: \_\_\_\_

Frequency:      **Daily** \_\_\_\_ **Every Other Day** \_\_\_\_

Duration:      45 min.: \_\_\_\_ 60 min.: \_\_\_\_ Other: \_\_\_\_

Intervention Teacher: License Reg: \_\_\_\_ License Spec.: \_\_\_\_ Other: \_\_\_\_\_

End Date: \_\_\_\_\_ **Attach Progress Monitoring Data**

**Print and attach the Attendance Summary for this intervention period.**

## Secondary Standard Behavior Protocol (Fall, 2009)

Grade Level(s)	Universal Screening Tools	Core Program	Second Tier Interventions	Third Tier Interventions
6-12	<ul style="list-style-type: none"> <li>• Office Discipline Referrals</li> <li>• Attendance Reports</li> <li>• Suspension/Expulsion Data</li> <li>• Oregon Healthy Teens Survey</li> <li>• Social Marketing Surveys</li> <li>• School-wide Evaluation Tool (SET)</li> <li>• Benchmarks of Quality</li> <li>• School Safety Survey</li> <li>• Self-Evaluation Tool</li> </ul>	<ul style="list-style-type: none"> <li>• School Rules &amp; Behavior Expectations Are Explicitly Taught to <u>ALL</u> Students</li> <li>• All Students Regularly &amp; Consistently Acknowledged for Demonstrating Behavior Expectations</li> <li>• All Students Reliably Corrected When Behavior Expectations Are Not Demonstrated. Positive Behavior Expectation Re-taught &amp; Reinforced Immediately.</li> <li>• School-wide Social/Emotional Curriculum Delivery (e.g., Too Good For Drugs &amp; Violence)</li> </ul>	<ul style="list-style-type: none"> <li>• Re-Teach Expectations</li> <li>• Check-in / Check-out</li> <li>• Strategic “Positive Referrals” for Identified Students</li> <li>• Adult Mentoring</li> <li>• Peer Mentoring</li> <li>• <i>Targeted</i> Social/Emotional/Behavioral Skills Groups, such as curriculum follow-up with Too Good for Drugs/Violence</li> <li>• Advisory Classes</li> <li>• Strategic Tutoring</li> <li>• Participation in Parent Training Program (Strengthening Families)</li> </ul>	<p>Core + Second Tier <b>and...</b></p> <ul style="list-style-type: none"> <li>• Functional Behavior Assessment &amp; Individual Behavior Support Plans</li> <li>• Individualized Behavior Goals and Progress Monitoring</li> <li>• Care Coordination</li> <li>• Juvenile Court Counseling</li> <li>• Connections/SRT</li> <li>• Alternative to Expulsion Program</li> </ul>
<i>Who does this work?</i>	EBIS / EBS Teams	EBS Teams & ALL STAFF	Appropriate Staff as Determined by EBIS Teams (Principals, Counselors, and School Psychologists direct this process).	Appropriate Staff Decided by EBIS Teams (Principals, Counselors, and School Psychologist direct this process)

### Review the Core

- Office Discipline Referral Data reviewed monthly. If more than 1 referral per day per month for every 250 students, revisit the CORE and look for patterns in location, time, grade, type, and frequency of incidents.
- If more than 20% of all students received 2 or more referrals: revisit the CORE.
- If more than 30% of referrals occur in a specific area of the school: re-teach specific common area behavior expectations, acknowledge/reward positive behavior, & correct inappropriate behavior immediately.
- If more than 40% of referrals occur in classrooms: re-teach classroom expectations, increase professional development in classroom management strategies, and/or revisit CORE instruction in specific classrooms.

**(See Page 2 for Decision Rules)**

## Secondary Standard Behavior Protocol Decision Rules (Page 2)

### Decision Rules:

- Place Students in Tier 2 intervention if:
  - Student has two or more Office Discipline Referrals in the current school year.
  - If more than 5 absences in a 30-day period: EBIS team reviews data to determine appropriate interventions, which may include calls or letters to the family or a behavior plan.
  
- Progress monitoring:
  - Behavior data from Check-in Check-out programs.
  - Progress on individual behavior goals or Behavior Support Plan.
  - Monitor Office Discipline Referrals (ODRs) and absences.
  
- Place students in Tier 3 intervention **AND** have Red Zone Team monitor if:
  - Progress is below the expected rate after 6 to 8 weeks of Second Tier Intervention. (Perform a Functional Behavior Assessment (FBA) and develop a Behavior Support Plan (BSP)).
  - Student receives 6 or more behavior referrals. Perform an FBA & develop a BSP and consult with the Care Coordinator and/or Juvenile Court Counselor, if applicable.
  - There is a significant concern regarding mental health issues or anti-social behavior.
  - Student's behavior poses a potential risk to self or others (place in intervention and then perform FBA).

**All students in Tier 3 Interventions must have a Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) and be monitored by the Red Zone Team.**

- **In some instances, students might be referred to Red Zone Team prior to initiating the FBA/BSP process if complex mental health or safety issues are suspected.**

## Secondary EBIS Student Intervention Profile – **BEHAVIOR**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **ID Number:** \_\_\_\_\_

**Initial Data Information:**      **Initial Grade Level:** \_\_\_\_\_

Attach DIBELS Individual Student Profile and Progress Monitoring Report or IPAS Report.

Most Recent OAKS RIT Scores & %iles: (grade taken \_\_\_\_): R/L \_\_\_\_ M \_\_\_\_ Wr. \_\_\_\_ Sci. \_\_\_\_

ELL Language Level: \_\_\_\_\_ Math CBM Screening Score: \_\_\_\_\_

Attendance Issues: \_\_\_\_\_ YTD Absences \_\_\_\_ YTD Tardies \_\_\_\_

Behavioral Issues: \_\_\_\_\_

(If behavioral concerns, attach SWIS Individual Student Report or data on behavior plan)

Number of Health Room Visits in past month: \_\_\_\_\_

### **Intervention #1**

**Start Date:** \_\_\_\_\_ **Current Grade Level:** \_\_\_\_\_

**Targeted Skill:** \_\_\_\_\_

**Program/Curriculum (From Behavior Protocol):** \_\_\_\_\_

**Group Size:** Individual: \_\_\_\_ 2-3: \_\_\_\_ 5-8: \_\_\_\_ Class: \_\_\_\_

**Frequency:** Once/Wk: \_\_\_\_ Twice/Wk: \_\_\_\_ Daily: \_\_\_\_ Other: \_\_\_\_

**Duration:** 10 min.: \_\_\_\_ 15 min.: \_\_\_\_ 20 min.: \_\_\_\_ 30 min.: \_\_\_\_ Other: \_\_\_\_

**End Date:** \_\_\_\_\_ **Attach Progress Monitoring Data**

Notes:

**Please print and attach the Attendance Summary for this intervention period.**

### **Intervention #2**

**Start Date:** \_\_\_\_\_ **Current Grade Level:** \_\_\_\_\_

**Targeted Skill:** \_\_\_\_\_

**Program/Curriculum (From Behavior Protocol):** \_\_\_\_\_

**Group Size:** Individual: \_\_\_\_ 2-3: \_\_\_\_ 5-8: \_\_\_\_ Class: \_\_\_\_

**Frequency:** Once/Wk: \_\_\_\_ Twice/Wk: \_\_\_\_ Daily: \_\_\_\_ Other: \_\_\_\_

**Duration:** 10 min.: \_\_\_\_ 15 min.: \_\_\_\_ 20 min.: \_\_\_\_ 30 min.: \_\_\_\_ Other: \_\_\_\_

**End Date:** \_\_\_\_\_ **Attach Progress Monitoring Data**

Notes:

**Please print and attach the Attendance Summary for this intervention period.**

### **Intervention #3**

**Start Date:** \_\_\_\_\_ **Current Grade Level:** \_\_\_\_\_

**Targeted Skill:** \_\_\_\_\_

**Program/Curriculum (From Behavior Protocol):** \_\_\_\_\_

**Group Size:** Individual: \_\_\_\_ 2-3: \_\_\_\_ 5-8: \_\_\_\_ Class: \_\_\_\_

**Frequency:** Once/Wk: \_\_\_\_ Twice/Wk: \_\_\_\_ Daily: \_\_\_\_ Other: \_\_\_\_

**Duration:** 10 min.: \_\_\_\_ 15 min.: \_\_\_\_ 20 min.: \_\_\_\_ 30 min.: \_\_\_\_ Other: \_\_\_\_

**End Date:** \_\_\_\_\_ **Attach Progress Monitoring Data**

Notes:

**Please print and attach the Attendance Summary for this intervention period.**

## Changes in Intervention

*Each of these changes constitutes a new intervention, and is decided upon by the EBIS team. These are the options available for academic and behavioral intervention changes.*

1. Add 15 or more minutes per intervention session (ex: extra time could be used to pre-teach vocabulary or core content)
2. Reduce group size by 2-3 students
3. Add a behavior plan and/or attendance intervention to increase instructional time, motivation and/or attention.
4. Change curriculum according to protocol if the current intervention is not addressing the student's needs based on additional assessment (phonics screener, core program assessment, intervention placement test, etc.).
5. Add curriculum according to protocol based on additional assessment (phonics screener, core program assessment, intervention placement test, etc.) to provide additional practice on targeted skills.

The team may decide that the student needs more time in the current intervention along with a refinement in the instructional delivery based on the needs of the student by increasing the intensity of the intervention. In these instances, **consult** your EBIS coach.

## Effective Behavior and Instruction Support (EBIS) Team Meeting Notice English

Dear \_\_\_\_\_:  
(Parent / Guardian)

The Effective Behavior and Instructional Support (EBIS) Team has been monitoring the progress of your child, \_\_\_\_\_. The EBIS program's purpose is prevention of academic and behavior problems, and supports group and individual programs for all students. \_\_\_\_\_ called you  
Teacher's Name  
regarding your child's progress on \_\_\_\_\_.  
Date

The team is planning on meeting at school to discuss your child's needs and plan an EBIS program on:  
\_\_\_\_\_  
(Date)

We invite you to attend this meeting and would welcome participation in this process. If you would like attend, please contact \_\_\_\_\_ at \_\_\_\_\_ for more specific information on the time and place.  
(Team Coordinator) (Phone Number)

If you have questions regarding the EBIS program, please contact your school principal or Dan Goldman, the District EBIS Director at 503-431-4117.

**IMPORTANT NOTICE REGARDING SPECIAL EDUCATION:** Sometimes students experience substantial on-going difficulties in school as the result of disabilities. If the school team or your child's teacher(s) have this concern, they will contact you to discuss it. If you are concerned that your child may have a disability and is in need of special education services, please contact the school principal.

## Effective Behavior and Instruction Support (EBIS) Team Meeting Notice Spanish

### Apoyo De Instrucción Y Comportamiento Eficaz (EBIS) Noticia De La Reunion Con El Equipo

Estimado \_\_\_\_\_ :  
(Padre/ Tutor)

El Equipo de Apoyo de Instrucción y Comportamiento Eficaz (EBIS) ha estado evaluando el progreso de su hijo(a), \_\_\_\_\_. El propósito del programa de EBIS es la prevención de problemas académicos y de comportamiento, y para apoyar programas de grupos e individuales para todos los estudiantes. \_\_\_\_\_ se comunico con usted acerca de el progreso de su

Nombre de Maestro(a)

hijo(a) el \_\_\_\_\_ .  
Fecha

El equipo se reunirá en la escuela para discutir las necesidades de su niño(a) y planear un programa de EBIS el:  
\_\_\_\_\_  
Fecha

Usted está invitado a asistir esta reunión y será bienvenido para participar en este proceso. Si le gustaría asistir, por favor hable con \_\_\_\_\_ al \_\_\_\_\_ para información más específica del tiempo y lugar.  
(Coordinador de Equipo) (Numero de Telefono)

Si tiene preguntas con respecto al programa de EBIS, por favor de contactar al director de su escuela o Dan Goldman, el Director de EBIS del Distrito al 503-431-4117.

**NOTICIA IMPORTANTE CON RESPECTO A LA EDUCACION ESPECIAL:** A veces los estudiantes pasan por dificultades sustanciales en la escuela que resultan en inhabilidades de aprender. Si el equipo de la escuela o los maestros de su niño(a) tienen esta preocupación, ellos hablaran con usted para discutir esto. Si usted esta preocupado que su niño(a) tenga una inhabilidad de aprender y esta en necesidad de servicios de educación especial, por favor hable con el director de su escuela.

## RTI Parent Brochure – English

- **How we determine who needs additional instruction:**

In Tigard-Tualatin School District, we review all elementary students' progress three times a year. In middle and high school, we screen students when they enter school, and we review assessment, attendance, grade, and behavior data throughout the year. We track students' achievement in reading especially carefully, and we also look at math and writing performance.

In some cases, all students are given a short assessment. Other times, a team of professionals simply reviews existing academic, behavior, and attendance information. The teams use the data to decide which students are doing well in the standard classroom instruction, which students may need supplemental instruction, and which students may need individualized instruction.

When students receive supplemental small group or individualized instruction, we check their progress frequently. We use "decision rules" to look at the students' progress and decide if the child needs to have a different kind of supplemental instruction. The key idea is to make changes when instruction is not working for a child.

The first step is to provide small group interventions for a student. If, after a period of instruction, there is still concern, we will plan an individualized intervention. You are invited to participate in this process. During individualized interventions, we monitor children's progress each week. If a student makes limited progress during an individualized intervention, we may ask for your permission to conduct an individual evaluation. This evaluation might result in the identification of a learning disability. No evaluation would be conducted without your written consent.

- **Parent participation:**

Parents are essential to children's success in school. When a child needs supplemental instruction, we will describe that instruction to you. We will also ask you to tell us about anything you think might affect your child's learning. For example, it is important for us to know if a child has missed a lot of school, experienced a trauma, or is having problems with friends at school. These types of problems may affect a student's progress, and if we know about them, we can design an intervention more

effectively.

Parents frequently partner with the school to provide extra practice to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child's program.

- **When children continue to have difficulty:**

The school will tell you whether your child begins to make sufficient progress, or if your child has continued difficulty. If you and the school have tried several interventions, and progress is still limited, you may be asked to give your consent for an evaluation. The purpose of such an evaluation is to determine what your child's educational needs are, and to consider whether he or she might have a learning disability.

- **Response to**

## Intervention (RTI)

The approach described in this brochure is called Response to Intervention (RTI). This is a way of organizing instruction that has two purposes:

1. To identify children needing help in reading, math, and writing, and prevent the development of serious learning problems; and
2. To identify children who, even when they get extra help, make very limited progress. Research has shown that these children sometimes have learning disabilities.

You may also request an evaluation at any time if you think your child may have a disability. No evaluation would take place without a conference with you, and your written consent.

If you have any questions about this information, please contact the school's Literacy Specialist or Principal.



- Your child's instructional program in the Tigard-Tualatin School District

Tigard-Tualatin School District is committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing. Teacher teams in your school use this process, called “Effective Behavior and Instructional Support.” Look inside to see how this process can help your child.

## RTI Parent Brochure – Spanish

### • *Cómo determinamos quién necesita instrucción adicional:*

En el Distrito Escolar de Tigard-Tualatin, repasamos el progreso de todos los estudiantes en las escuelas primarias (K-5°) tres veces al año. En las escuelas secundarias (6°-8°) y preparatorias (9°-12°), examinamos a estudiantes cuando entran a la escuela, y repasamos exámenes, asistencia, grado y datos de comportamiento a través del año. Seguimos el logro de los estudiantes en la lectura muy cuidadosamente y también miramos como están en las matemáticas y la escritura.

En algunos casos, se les da a todos los estudiantes un examen corto. Otras veces, un equipo de profesionales simplemente repasa información existente académica, de comportamiento y de asistencia. Los equipos utilizan los datos para decidir cuales estudiantes están haciendo bien en las clases de instrucción estándares, cuales estudiantes pueden necesitar instrucción suplemental y cuales estudiantes pueden necesitar instrucción individualizada.

Cuando estudiantes reciben instrucción suplemental en grupos pequeños o instrucción individualizada, nosotros revisamos su progreso con frecuencia. Utilizamos las “leyes de decisión” para mirar el progreso de los estudiantes y para decidir si el estudiante necesita tener una instrucción suplemental diferente. La idea dominante es de hacer

cambios cuando la instrucción no está trabajando para un niño(a).

El primer paso es de proporcionar intervenciones para el estudiante en grupos pequeños. Si, después de un periodo de instrucción, todavía hay preocupación, planearemos una intervención individualizada. Usted esta invitado a participar en este progreso. Durante intervenciones individualizadas, nosotros supervisamos el progreso de los niños cada semana. Si un estudiante hace un progreso limitado durante una intervención individualizada, podemos pedir su permiso de conducir una evaluación individual. Esta evaluación puede resultar en la identificación de una inhabilidad de aprender. No se conduciría ninguna evaluación sin su consentimiento escrito.

### • *Participación del padre:*

Los padres son esenciales para el éxito de los niños en la escuela. Cuando un niño necesita instrucción suplemental, le describiremos esa instrucción a usted. También le preguntaremos que nos diga sobre cualquier cosa que usted piense puede afectar la habilidad de aprender de su niño(a). Por ejemplo, es importante que nosotros sepamos si un niño(a) ha faltado mucho la escuela, ha pasado por una trauma o esta teniendo problemas con amigos en la escuela. Estos tipos de problemas pueden afectar el progreso de un estudiante y si sabemos sobre ellos,

podemos diseñar una intervención con más eficacia.

Los padres se unen frecuentemente con la escuela para proporcionar práctica adicional para desarrollar habilidades. Si usted desea proporcionar ayuda adicional en el hogar, puede trabajar con la escuela para hacerse parte del programa de su niño(a).

### • *Cuando los niños continúan teniendo dificultades:*

La escuela le dirá si su niño(a) esta empezando a hacer progreso suficiente, o si su niño(a) ha continuado con dificultad. Si usted y la escuela han tratado varias intervenciones, y el progreso todavía esta limitado, se le puede pedir por su consentimiento para una evaluación. El propósito de esa evaluación es para determinar cuales son las necesidades educativas de su niño y para considerar si el o ella pueda tener una inhabilidad de aprender.

### • *Respuesta a la Intervención (RTI)*

El enfoque escrito en este folleto se llama Respuesta a la Intervención (RTI). Esta es una manera de organizar instrucción que tiene dos propósitos:

El programa educacional  
de su niño(a) en el  
Distrito Escolar de  
Tigard-Tualatin

- 1 Para identificar a niños que necesitan ayuda en la lectura, matemáticas y escritura y prevenir el desarrollo de serios problemas de aprender; y
- 2 Para identificar a los niños que, aun cuando se les da ayuda adicional, hacen un progreso muy limitado. Investigaciones han demostrado que estos niños tienen a veces inhabilidades de aprender.

El Distrito Escolar de Tigard-Tualatin esta comprometido a asegurar que cada niño(a) haga un progreso académico significativo. Para hacer esto, repasamos continuamente la información que nos dice como cada niño(a) esta progresando. Equipos de maestros en su escuela usan este proceso, llamado “Comportamiento Eficaz y Apoyo Educacional.” Mire adentro para ver como este proceso puede ayudarle a su niño.

Usted también puede solicitar una evaluación en cualquier momento si usted piensa que su niño pueda tener una inhabilidad de aprender. Ninguna evaluación se tomara acabo sin una conferencia con usted y su consentimiento escrito.

Si tiene cualquier pregunta sobre esta información, por favor hable con el Especialista de Alfabetismo o con el Director de la escuela.



# Developmental History

Page 1 of 3

(To be completed through an interview with the counselor or school psychologist)

**Student's Name:** \_\_\_\_\_ **DOB** \_\_\_\_\_ **Age** \_\_\_\_\_ **Grade** \_\_\_\_\_  
**Person Interviewed:** \_\_\_\_\_ **Relationship to Student:** \_\_\_\_\_  
**Interview Completed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Language Spoken in Home:** \_\_\_\_\_ **Interpreter (If used):** \_\_\_\_\_

## Birth History

1. How often did you see a doctor while you were pregnant? Regularly \_\_\_ A few times \_\_\_ Not at all \_\_\_
2. Were you sick or did you have any complications while you were pregnant? Yes \_\_\_ No \_\_\_  
If yes, what did you have? \_\_\_\_\_
3. Did you have measles or any other childhood disease while you were pregnant? Yes \_\_\_ No \_\_\_  
If yes, what did you have? \_\_\_\_\_
4. Did you have trouble giving birth? Yes \_\_\_ No \_\_\_  
If yes, what was the trouble? \_\_\_\_\_
5. Was your child born earlier than you expected? Yes \_\_\_ No \_\_\_  
If yes, how many weeks early? \_\_\_\_\_
6. Was there anything unusual or wrong with the birth? Yes \_\_\_ No \_\_\_  
If yes, please explain. \_\_\_\_\_
7. Was your child born in a hospital? Yes \_\_\_ No \_\_\_
8. In what country was your child born? \_\_\_\_\_
9. What age were the mother and father at the birth? Mother \_\_\_ Father \_\_\_\_\_
10. Is there a family history of any genetic conditions? Yes \_\_\_ No \_\_\_  
If yes, please explain \_\_\_\_\_  
Was genetic testing completed for your child? What were the results? \_\_\_\_\_

## Health History

11. Did your child have any illness or other concerns during the first year? Yes \_\_\_ No \_\_\_  
If yes, what was the illness or concern? \_\_\_\_\_
12. Have any of the following happened to your child?

a. had a temperature over 104 degrees for more than a few hours?	Yes ___	No ___
b. had to go to the hospital because of a temperature?	Yes ___	No ___
c. ever been knocked unconscious?	Yes ___	No ___
d. ever had a concussion?	Yes ___	No ___
e. ever been in a coma?	Yes ___	No ___
f. ever had any kind of an operation?	Yes ___	No ___
g. ever been to a hospital for any other sickness or trouble not mentioned above?	Yes ___	No ___
h. ever had problems with hearing or vision	Yes ___	No ___
i. had frequent earaches?	Yes ___	No ___

if yes, were tubes installed? \_\_\_\_\_ at what age? \_\_\_\_\_

If you answered yes to any of these questions, please tell about it: \_\_\_\_\_

\_\_\_\_\_

**Developmental History**  
**Page 2 of 3**

13. Does your child take any kind of medicine or pills regularly for some condition? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, please tell what the medicine is for and how long your child has been taking it. \_\_\_\_\_  
\_\_\_\_\_
14. Has the child been diagnosed with any health problems? If so please explain:  
\_\_\_\_\_  
\_\_\_\_\_

**Developmental Milestones**

15. At what age did your child:  
a. sit alone \_\_\_\_\_ b. walk \_\_\_\_\_ c. speak single words \_\_\_\_\_ d. speak 2-3 word sentences \_\_\_\_\_
16. When was your child completely toilet trained? \_\_\_\_\_
17. At the present time, does your child ever have toileting accidents? Yes \_\_\_\_\_ No \_\_\_\_\_
18. Does the child have any brothers or sisters? If so, list ages, gender, and whether they live at home.  
\_\_\_\_\_
19. Has your child's speech and/or language development been significantly different than his or her siblings?  
(i.e. simpler vocabulary, later to begin speaking, difficulty following directions) Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, please explain \_\_\_\_\_
20. Do people outside the family understand what your child says? Yes \_\_\_\_\_ No \_\_\_\_\_  
If no, please tell about it. \_\_\_\_\_  
\_\_\_\_\_
21. What language(s) is (are) spoken in the home? \_\_\_\_\_  
What language does your child speak most often with friends? \_\_\_\_\_ siblings? \_\_\_\_\_ What language does your  
child hear most often at home? \_\_\_\_\_ In which language does your child generally respond? \_\_\_\_\_
22. Do both parents live at home? Yes \_\_\_\_\_ No \_\_\_\_\_
23. Is there any history of learning problems and/or speech/language difficulties in the family? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please explain \_\_\_\_\_
24. Is there any family history of physical or mental health problems? Yes \_\_\_\_\_ No \_\_\_\_\_  
If so please describe:  
\_\_\_\_\_  
\_\_\_\_\_
25. Please tell us about the reading habits of the adults in the home. How often and what types of materials do the adults read?  
Do you read with your child? Do you read in English or your native language (if different)?
26. How many different schools has your child attended? \_\_\_\_\_  
If your child's primary language is not English, has your child had any formal schooling in their native language? \_\_\_\_\_  
For how many years? \_\_\_\_\_
27. Would you describe the child's school attendance as poor, fair, or good? \_\_\_\_\_ If there have been any  
interruptions in your child's school experience, please explain. \_\_\_\_\_
28. Has your family experienced homelessness? \_\_\_\_\_

**Developmental History**  
**Page 3 of 3**

29. Did your child attend preschool? Yes \_\_\_\_\_ No \_\_\_\_\_ Please list frequency, duration, and types of activities.  
\_\_\_\_\_  
\_\_\_\_\_
30. Now or in the past has your child been involved in any activities outside of school such as sports, playgroups, library visits, or scouts? Please list: \_\_\_\_\_  
\_\_\_\_\_
31. What does your child like to do with just you? \_\_\_\_\_
32. What does the whole family like to do for fun together? \_\_\_\_\_
33. How much "screen time" or media does your child have access to daily? \_\_\_\_\_
34. When you want your child to do something, do you feel you have to repeat yourself more often than you would like to or feel that you should have to? Yes \_\_\_\_\_ No \_\_\_\_\_
35. How does your child respond when you have to speak a second or third time, and what do you do?  
\_\_\_\_\_  
\_\_\_\_\_
36. What kinds of things do you expect or ask that your child do such as chores or responsibilities around the house (for example: cleaning his/her room, emptying the trash, answering the phone, etc.)? Is this routine or when he/she feels like it? \_\_\_\_\_  
\_\_\_\_\_
37. What does your child do which pleases you the most (those things that make you proud as a parent)?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
38. Does your child experience difficulty doing or completing homework? Please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
39. Has there been anything unusual that occurred to you and your family within the last five years, such as a major illness, death in the family, change of residence, divorce, moving away from family, etc? If so, please explain and list when these things occurred. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
40. At present time, do you have any concerns about your child? Yes \_\_\_\_\_ No \_\_\_\_\_  
If so, please describe:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Developmental History (Historia Del Desarrollo)

Page 1 of 4

(To be completed through an interview with the counselor or school psychologist)

Name of Student (*Nombre del Estudiante*) \_\_\_\_\_

DOB (*Fecha de Nacimiento*) \_\_\_\_\_ Age (*Edad*) \_\_\_\_\_ Grade (*Grado*) \_\_\_\_\_

Person Interviewed (*Persona Entrevistada*): \_\_\_\_\_

Relationship to Student (*Relación con el Estudiante*): \_\_\_\_\_

Interview Completer by (*Entrevista Completada por*): \_\_\_\_\_

Date (*Fecha*) \_\_\_\_\_ Language Spoken in Home (*Idioma Hablado en Casa*) \_\_\_\_\_

### Birth History (Historial de Nacimiento)

1. How often did you see a doctor while you were pregnant? *¿Qué tan frecuente visito un doctor mientras estaba embarazada?*  Regularly (*Regularmente*)  A few times (*Algunas veces*)  Not at all (*Nunca*)
2. Were you sick or did you have any complications while you were pregnant? *¿Estuvo enferma o tuvo complicaciones durante su embarazo?*  Yes (*Sí*)  No  
If yes, what did you have? *Si sí, ¿Qué tuvo o cuales fueron las complicaciones?* \_\_\_\_\_
3. Did you have measles or any other childhood disease while you were pregnant? *¿Tuvo sarampión u otra enfermedad de niñez mientras estaba embarazada?*  Yes (*Sí*)  No  
If yes, what did you have? *Si sí, ¿qué es lo que tuvo?* \_\_\_\_\_
4. Did you have trouble giving birth? *¿Tuvo problemas al dar a luz?*  Yes (*Sí*)  No  
If yes, what was the trouble? *Si sí, ¿cuál fue el problema?* \_\_\_\_\_
5. Was your child born earlier than you expected? *¿Nació su niño(a) antes de lo que esperaba?*  Yes (*Sí*)  No  
If yes, how many weeks early? *Si sí, ¿cuántas semanas antes?* \_\_\_\_\_
6. Was there anything unusual or wrong with the birth? *¿Hubo algo inusual o mal con el parto?*  Yes (*Sí*)  No  
If yes, what was wrong? *Si sí, ¿qué estuvo mal?* \_\_\_\_\_
7. Was your child born in a hospital? *¿Nació su hijo(a) en un hospital?*  Yes (*Sí*)  No
8. In what country was your child born? *¿En qué país nació su hijo(a)?* \_\_\_\_\_
9. What age were the mother and father at birth? *¿Cuál era la edad de la madre y el padre cuando nació su hijo(a)* Mother (*Madre*) \_\_\_\_\_ Father (*Padre*) \_\_\_\_\_
10. Is there a family history of any genetic conditions? *¿Hay algún historial de condiciones genéticas en la familia?*  Yes (*Sí*)  No  
If yes, please explain. *Si sí, por favor explique* \_\_\_\_\_  
Was genetic testing completed for your child? What were the results? *¿Se les hicieron pruebas genéticas a su hijo(a)? ¿Cuáles fueron los resultados?* \_\_\_\_\_
11. Did your child have any illness or any other concerns during the first year? *¿Tuvo su hijo(a) enfermedades o algo malo durante el primer año?*  Yes (*Sí*)  No  
If yes, what was the illness or concerns? *Si sí, ¿cuál fue la enfermedad o que tenía mal?* \_\_\_\_\_

**Health History (Historia de la Salud)**

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12. Have any of the following happened to your child? *¿Algo de lo siguiente le ha sucedido a su hijo(a) alguna vez?*
- a. had a temperature over 104 degrees for more than a few hours?  
*¿ha tenido temperatura sobre 104 grados F° (40 grados C°) por más de unas cuantas horas?*  Yes (Sí)  No
  - b. had to go to the hospital because of a temperature?  
*¿ha tenido que ir al hospital por razón de una temperatura?*  Yes (Sí)  No
  - c. ever been knocked unconscious? *¿ha perdido la consciencia?*  Yes (Sí)  No
  - d. ever had a concussion? *¿ha tenido una concusión cerebral?*  Yes (Sí)  No
  - e. ever been in a coma? *¿ha estado en un coma?*  Yes (Sí)  No
  - f. ever had any kind of an surgery? *¿ha tenido algun tipo de cirugia?*  Yes (Sí)  No
  - g. ever been to a hospital for any other sickness or trouble not mentioned above?  
*¿ha visitado un hospital por cualquier otra enfermedad que no ha sido mencionada arriba?*  Yes (Sí)  No
  - h. ever had problems with hearing or vision? *¿ha tenido problemas de oído o la visión?*  Yes (Sí)  No
  - i. had frequent earaches? *¿ha tenido dolor de oídos frecuentemente?*  Yes (Sí)  No  
if yes, were tubes installed? *Si sí, ¿se instalaron tubos?*  Yes (Sí)  No  
at what age? *¿a qué edad?* \_\_\_\_\_

If you answered yes to any of these questions, please tell about it. *Si contesto sí a una de estas preguntas, por favor escriba sobre ello:* \_\_\_\_\_

13. Does your child take any kind of medicine or pills regularly for some condition? *¿Toma su hijo(a) cualquier tipo de pastillas o medicina regularmente para alguna condición?*  Yes (Sí)  No  
If yes, please tell what the medicine is for and how long your child has been taking it. *¿Si sí, por favor diga para qué es la medicina y por cuánto tiempo lo ha estado tomando su hijo(a)?* \_\_\_\_\_

14. Has the child been diagnosed with any health problems? If so tell about them: *Ha sido diagnosticado su hijo(a) con cualquier problemas de salud? Si sí, escriba sobre ello:* \_\_\_\_\_

**Developmental Milestones (Etapas de Desarrollo)**

15. At what age did your child *¿A qué edad su hijo(a):*
- a. sit alone *se sento solo* \_\_\_\_\_
  - b. walk *camino* \_\_\_\_\_
  - c. speak single words *dijo sus primeras palabras* \_\_\_\_\_
  - d. speak 2-3 word sentences *hablo oraciones de 2-3 palabras* \_\_\_\_\_
16. At what age was your child completely toilet trained? *A que edad fue entrenado completamente su hijo(a) para usar el baño?* \_\_\_\_\_
17. At the present time, does your child ever have toileting accidents? *Actualmente, ¿ha tenido su hijo(a) accidentes en usar el baño?*  Yes (Sí)  No
18. Does the child have any brothers or sisters? If so, list ages, gender, and whether they live at home. *¿Tiene su hijo(a) hermanos o hermanas? Si sí, haga lista de las edades, sexo, y si viven en casa o no.* \_\_\_\_\_
19. Has your child's speech and/or language development been significantly different than his or her siblings? (i.e. simpler vocabulary, later to begin speaking, difficulty following directions). *¿Ha sido significativamente diferente el habla o el desarrollo del lenguaje de su hijo(a) al de sus hermanos? (Por ejemplo usa vocabulario más sencillo, demoro mas en hablar, o se le dificulta seguir instrucciones).*  Yes (Sí)  No  
If yes, please explain. *Si sí, por favor explique:* \_\_\_\_\_

**Developmental History (*Historia del Desarrollo*)**

**Page 3 of 4**

20. Do people outside the family understand what your child says? *¿Entienden las personas fuera de su familia lo que dice el niño(a)?*  Yes (Sí)  No  
If no, please tell about it. *Si no, por favor escriba sobre ello.* \_\_\_\_\_

21. What language(s) are spoken in the home? *¿Que idioma(s) se hablan en casa?* \_\_\_\_\_  
What language does your child speak most often with friends? *¿Qué idioma usa mas su hijo(a) con amigos/amigas?* \_\_\_\_\_  
\_\_\_\_\_ with siblings *¿con sus hermanos/hermanas?* \_\_\_\_\_  
What language does your child hear most often at home? *¿Qué idioma escucha mas su hijo(a) en casa?* \_\_\_\_\_  
In which language does your child generally respond? *¿En qué idioma generalmente responde su hijo(a)?* \_\_\_\_\_

22. Do both parents live at home? *¿Viven ambos padres en el hogar?*  Yes (Sí)  No

23. Is there any history of learning problems and/or speech/language difficulties in the family? *¿Hay problemas de familia en el aprendizaje y/o dificultades de idioma?*  Yes (Sí)  No  
Please explain. *Por favor explique* \_\_\_\_\_

24. Is there any family history of physical or mental health problems? *¿Hay historial de problemas mentales o físicos en la familia?*  Yes (Sí)  No  
If so, please describe (*Si sí, descríbalos*): \_\_\_\_\_

25. Please tell us about your reading habits of the adults in the home. How often and what types of materials do you usually read? Do you read with your child? Do you read in English? In your native language if it is other than English? *Diganos acerca de sus hábitos de lectura (de los padres). ¿Que tipo de lecturas leé y con que frecuencia? ¿Leé usted con sus hijo(s)? ¿Leé usted en Ingles? ¿Leé usted en Español?* \_\_\_\_\_

26. How many different schools has the child attended? *¿A cuántas escuelas ha asistido el niño(a)?* \_\_\_\_\_  
If your child's primary language is not English, has your child had any formal schooling in their native language? *Si el idioma principal de su hijo(a) no es el ingles, ¿ha recibido instrucción formal en su idioma nativo?*  Yes (Sí)  No  
For how many years? *¿Por cuantos años?* \_\_\_\_\_

27. Would you describe the child's school attendance as poor, fair, or good? *¿Cómo describiría la asistencia escolar del estudiante: Bueno, Regular, Malo?* \_\_\_\_\_  
If there have been any interruptions in your child's school experience, please explain. *Si ha habido interrupciones durante la experiencia escolar de su hijo(a), por favor explique* \_\_\_\_\_

28. Has your family experienced homelessness? *¿Ha experimentado su familia el quedarse sin hogar?*  Yes (Sí)  No

29. Did your child attend preschool? *¿Su hijo(a) asistió a la pre-escuela?*  Yes (Sí)  No  
Please list frequency, duration, and types of activities. *Por favor haga lista de la frecuencia con que asistió, la duración y las diferentes actividades que hacían* \_\_\_\_\_

**Developmental History (*Historia del Desarrollo*)**

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30. Now or in the past has your child been involved in any activities outside of school such as sports, playgroups, library visits, or scouts? *Está o ha estado su hijo(a) envuelto en alguna actividad fuera de la escuela tal como en deportes, grupos de juego, visitas a la biblioteca o ha sido excursionista/scout? Please list . Por favor haga mencione los.* \_\_\_\_\_
31. What does your child like to do with just you? *¿Qué le gusta hacer a su hijo(a) con usted solamente?* \_\_\_\_\_
32. What does the whole family like to do for fun together? *¿Qué le gusta hacer a la familia para divertirse juntos?* \_\_\_\_\_
33. How much screen time or media does your child have access to daily? *¿Qué tanto tiempo pasa en la pantalla o que tanto acceso diario tiene al medio de comunicación?* \_\_\_\_\_
34. When you want your child to do something, do you feel you have to repeat yourself more often than you would like to or feel that you should have to? *Cuando usted quiere que su hijo(a) haga algo ¿ siente que tiene que repetírselo más de lo que quisiera o que debería hacerlo?* Yes (Sí) No
35. How does your child respond when you have to speak a second or third time, and what do you do? *¿Cómo responde su hijo(a) cuando usted tiene que hablarle una segunda o tercera vez, y que hace usted?* \_\_\_\_\_
36. What kinds of things do you expect or ask that your child do such as chores or responsibilities around the house (for example: cleaning his/her room, emptying the trash, answering the phone, etc.)? *¿Qué clase de cosas espera usted o le pide a su hijo(a) que hagan como quehaceres o responsabilidades alrededor de la casa (por ejemplo: limpiar su cuarto, tirar la basura, contestar el teléfono, etc.)?* \_\_\_\_\_
37. What does your child do that pleases you the most (those things that make you proud as a parent)? *¿Qué hace su hijo(a) que le agrada a usted (esas cosas que lo enorgullecen como padre/madre)?* \_\_\_\_\_
38. Does your child experience difficulty doing or completing homework? *¿Experimenta dificultad su hijo(a) para terminar la tarea?* Yes (Sí) No  
Please explain. *Por favor explique.* \_\_\_\_\_
39. Has there been anything unusual that occurred to you and your family within the last five years, such as a major illness, death in the family, change of residence, divorce, moving away from family, etc.? *¿Ha habido algo inusual que le haya ocurrido a usted y a su familia dentro de los últimos cinco años, tal como una enfermedad grave, una muerte en la familia, cambio de residencia, divorcio, o que se hubieran mudado lejos de la familia, etc.?* Yes (Sí) No (No)  
If so, please explain and list when these things occurred. *Si así fue, por favor explique y haga lista de cuando ocurrieron estas cosas.* \_\_\_\_\_
40. At present time, do you have any concerns about your child? *Actualmente, tiene usted preocupaciones sobre su hijo(a)?* Yes (Sí) No  
If so, please describe (*Si sí, descríbalos*): \_\_\_\_\_

## Individual Problem Solving Worksheet

### File Review and Problem Identification

Date:	School:	Grade:	Teacher:	Person completing this form:
Student Name:	Case Manager:	Current Services (circle): Sp. Ed., ELL, Title 1, 504, other: _____		

ATTENDANCE REVIEW (based on an average of 171 school days per year)

Grade	K	1	2	3	4	5
School Year						
School(s) Attended						
Days Total	171	342	513	684	855	1026
Days Present per year						
Days Absent per year						
Student Total for all Years						

Grade	6	7	8	9	10	11	12
School Year							
School Attended							
Days Total	1197	1368	1539	1710	1881	2052	2223
Days Present per year							
Days Absent per year							
Student Total for all Years							

Grand Total of Days of School Attended: \_\_\_\_\_ Divide by 171: \_\_\_\_\_. Years + Months of Actual Attendance: \_\_\_\_\_

Review of report cards, progress reports, and teacher remarks by grade level significant for:

<i>Reading achievement:</i>
<i>Math achievement:</i>
<i>Behavior (including attending skills):</i>
<i>Language skills:</i> Significant difficulty (2's or less on report card) in writing, speaking skills, organization, social skills, following directions, or difficulty across subject areas requiring comprehension that can not be explained by other factors.
<i>Hearing Screening Results:</i>
<i>Vision Screening Results:</i>
<i>English Language Development:</i>
<i>Other:</i>

**INDIVIDUAL PROBLEM SOLVING WORKSHEET – CONTINUED**

**STUDENT:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**ACHIEVEMENT REVIEW – READING**

Grade	K	1	2	3	4
<b>BENCHMARKS</b>	PSF: 35 NWF: 25	NWF: 50 (Winter) ORF: 40-60	ORF: 90	ORF: 110 OAKS: 204	ORF: 118 OAKS: 211
<b>EXPECTED GAINS</b>	N/A	ORF: 1.9 Words per Week	ORF: 1.2 Words per Week	ORF: 1.1 Words per Week	ORF: .9 Words per Week OAKS: 7 points
<b>STUDENT SCORE</b>	PSF: NWF:	ORF:	ORF:	ORF: OAKS:	ORF: OAKS:

Grade	5	6	7	8	10
<b>BENCHMARKS</b>	ORF: 124 OAKS: 218	ORF: 125 OAKS: 222	OAKS: 227	OAKS: 231	OAKS: 236
<b>EXPECTED GAINS</b>	ORF: .9 Words per Week OAKS: 7 points	ORF: .7 Words per Week OAKS: 5 points	OAKS: 6 points	OAKS: 5 points	OAKS: 8 points
<b>STUDENT SCORE</b>	ORF: OAKS: %ile:	ORF: OAKS: %ile:	OAKS: %ile:	OAKS: %ile:	OAKS: %ile:

**Other information: Summary of teacher concerns, referral questions, etc.**

**ACHIEVEMENT REVIEW – ELL LANGUAGE**

Grade	K	1	2	3	4	5	6	7	8	9	10
<b>ELPA benchmarks</b>											
Early Intermediate level 2	483	492	495	501	497	497	497	497	499	491	493
Intermediate Level 3	492	507	508	514	508	508	506	507	508	501	501
Early Advanced Level 4	498	514	514	521	514	516	515	517	518	515	516
Advanced Level 5- EXIT	507	523	523	529	521	523	522	524	526	526	527
<b>TOTAL Student Score</b>	T ___										
Reading	R ___										
Writing	W ___										
Listening	L ___										
Speaking	S ___										
Comprehension	C ___										

**INDIVIDUAL PROBLEM SOLVING WORKSHEET - CONTINUED**  
**STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_**  
**ACHIEVEMENT REVIEW - MATH MULTIPLE CHOICE**

Grade	3	4	5	6	7	8	10
BENCHMARKS	OAKS: 205	OAKS: 212	OAKS: 218	OAKS: 221	OAKS: 226	OAKS: 230	OAKS: 236
EXPECTED GAINS	N/A	OAKS: 6 points	OAKS: 7 points	OAKS: 5 points	OAKS: 6 points	OAKS: 5 points	OAKS: 8 points
STUDENT SCORE	OAKS: %ile	OAKS: %ile	OAKS: %ile	OAKS: %ile	OAKS: %ile	OAKS: %ile	OAKS: %ile

Other information: Summary of teacher concerns, referral questions, etc.

**ACHIEVEMENT REVIEW - WRITING**

	Grade 4	Grade 7	Grade 10
COMPOSITE BENCHMARK	32 to 39 (28 to 31 may conditionally meet. The district may declare the student met if all work sample requirements are met)  Minimum of 3 in each trait.	40 to 49 (35 to 39 may conditionally meet. The district may declare the student met if all work sample requirements are met)  Minimum of 3 in each trait.	40 to 49 (35 to 39 may conditionally meet. The district may declare the student met if all work sample requirements are met)  Minimum of 3 in each trait.
STUDENT SCORE (Note areas of concern by traits)			

**INDIVIDUAL PROBLEM SOLVING WORKSHEET**

**PAGE 4 TO BE COMPLETED WITH THE TEAM PRIOR TO DESIGNING THE INDIVIDUALIZED INTERVENTION**

**STUDENT:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **TEAM MEMBERS:** \_\_\_\_\_

**HYPOTHESIS DEVELOPMENT**

1. Does evidence support that the student's problems may be primarily due to problems with attention, motivation, or other behavioral difficulty? Include data along with progress monitoring of behavioral supports.

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2. Does evidence support that the student's problems may be primarily due to attendance problems, or frequent school interruptions? If so, indicate reasons for absences and interruptions. What interventions have been put in place to address this issue?"

--

3. Does evidence support that the student's problems may be primarily due to other concerns like trauma, economic or cultural disadvantage, or other disabilities? Describe. Be sure to note *when* these issues occurred and their correlations with any academic concerns. What will be done to help the student be more successful?

--

4. Does the evidence support that the child's difficulties may be the result of language difficulties in areas such as language processing, social language, or articulation? Indicate next steps.

--

5. Does the evidence support the hypothesis that the difficulty is due to limited English proficiency? Indicate next steps.

--

6. Does the evidence suggest that the student has low skills and slow progress despite intensive interventions?

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## Secondary EBIS 80% Meeting Guidelines

### Team membership:

- Principal/Associate Principal
- Instructional Coordinator/Reading Teacher
- Counselor
- ELL Representative
- Special Education Representative
- Alternative Education Representative
- Grade Level/Content Area Team (20% Meetings Only)

### Meeting tips:

- Use a projector or wall chart to display student data
- Meet only if the essential team members are present
- Remind the team that the focus of the meeting is general education and ensuring that all students are making growth
- Designate roles (timekeeper, facilitator, note taker)
- Review the purpose
- Stick to the agenda and protocol
- Organize the data before the meeting
- Celebrate successes

### Purposes:

- 1) To determine the effectiveness of the core program and make necessary adjustments if it is not meeting the needs of most students.
- 2) To determine which students are in need of intervention, select appropriate interventions, and schedule interventions/progress monitoring.

### Purpose 1. Examining the Core Program

Examine the data. \*

Attendance	MAZE
Behavior (ODRs, counseling referrals)	Grade
OAKS	

- Are 80% or more of your students meeting benchmark?
- Are ALL subgroups making growth? (Grade Level, Course/Class, Ethnicity, SLP, ELL, Sped)
- Have you set ambitious goals for the next quarter?

<u>Acronyms</u>
ODRs – Office Discipline Referrals
OAKS – Oregon Assessment of Knowledge and Skills
SLP – Secondary Literacy Program
ELL – English Language Learners
SPED – Special Education

*Yes:* Celebrate!      *No:* Discuss the following questions about the core program.

### Reading, Math and Writing

- Are all teachers using the program with a high degree of fidelity?
- Is instructional time protected, or are there interruptions such as school assemblies, fire drills, etc.?
- Is the instructional block sufficient, or is more time needed?
- Are students grouped appropriately? (class with the lowest skills has the fewest students, class with the highest skills has the most students, most qualified teacher teaches the lowest performing students)
- What are homework policies, expectations, and support? Do they need revision? Support?

## Attendance

- Is there a clearly articulated attendance policy?
- Is there sufficient outreach to families and a welcoming attitude toward all students?

## Behavior

- Is the following in place: a school-wide behavior policy, a behavior curriculum and an EBS team?
- Are behavior expectations posted, taught, practiced, and reinforced at the school and classroom level?
- Are support personnel such as bus drivers and secretarial staff trained in positive behavior support?
- Do all staff understand and follow consistent guidelines regarding what constitutes a classroom or an office managed referral?
- Are there classroom and school-wide behavior incentive systems?
- How are homework policies, expectations, and support articulated? Do they support all students?

## Purpose 2: Determine Which Students are in Need of Intervention

### Reading, Math and Writing

Use OAKS, GRADE+, MAZE or other Curriculum Based Measures to identify students with skills in the lowest 20%.

- Examine data: Is the skill deficit in fluency? Accuracy? Comprehension? Vocabulary?
- Using core curriculum assessments and other classroom information, can the team identify other needs (math concepts, writing organization)?

## ATTENDANCE

Review attendance data and identify students with more than 5 absences in a 30 day period.

- Is there a group of students with a similar attendance issue?
- Would breakfast with a counselor or daily check-ins improve the group's attendance?
- Do individual students need an incentive system for arriving on time each day, a wake-up call, or home visits?

## BEHAVIOR

Review behavior data and identify students with 3 or more discipline or counseling referrals in a 30 day period.

- Do behavior expectations need to be re-taught and reinforced to a select group of students?
- Are behavior prevention or intervention programs such as *Too Good for Drugs/Too Good for Violence* or *Second Steps* available?
- Should adult supervision be increased in common areas?
- Do parents need more support with managing behavior and parenting skills at home?
- Does a student need a behavior plan with clearly defined skills to be taught and established supports and expectations?
- Does a student need a Functional Behavior Analysis?

## GENERAL

- Use standard protocols to determine which intervention program matches the group's needs, what group size is appropriate, and how much time per day is needed for that intervention. For behavior and attendance issues, it may be more appropriate to plan at the individual versus group level.
- Determine which staff are trained (or need training) in the program and schedule the intervention time.
- Determine what will be used to measure progress, how often, and who will be responsible for data collection. When will the team reconvene to review student progress?

- Determine who will check fidelity of instruction and who will inform parents about team decisions.

### **Secondary EBIS 20% Meeting Guidelines**

**Purpose:** To review progress monitoring for all students in interventions (20% group) and make decisions about whether to proceed with, discontinue, or change an intervention.

*Before meeting:*

Sort progress monitoring data into three groups (be sure to use decision rules to form the groups):

- 1) Students making sufficient progress
- 2) Students who need a modification to an intervention
- 3) Students ready to proceed to intensive intervention

*During meeting:*

- 1) Quickly review students making sufficient progress, determine if any student(s) should discontinue intervention.
- 2) Discuss groups or individual students in need of an intervention change. Consider whether a behavior plan is necessary, with the number of students in the intervention should be reduced, or whether the student should be moved to a more intensive intervention.
- 3) Note intervention changes on progress monitoring graph and/or EBIS forms.

### **Individual Student Meetings-Conducted After an Unsuccessful Strategic Intervention**

**Purpose:** To review student information (progress monitoring, cumulative file, developmental history) and use it to plan an intensive intervention, or to review progress monitoring from intensive intervention to determine if referral is appropriate.

**Intensive Intervention Planning:**

*Before meeting:*

- 1) Use *Individual Problem-Solving Worksheet* to conduct file review
- 2) Counselor or school psychologist uses *Developmental History* to interview parents
- 3) ELL Teacher obtains ELL Family Profile and language level information
- 4) Invite parents to meeting

*During meeting:*

- 1) Review decision rules
- 2) Review data
- 3) Plan/modify intervention

**Intensive Intervention Review:**

- 1) Review progress monitoring from all 3 intervention phases and other student data
- 2) Review decision rules
- 3) Team discussion: Has the student made sufficient progress? Determine if referral is appropriate.

## Assessing & Planning EBIS Team Process Secondary Schools

School: \_\_\_\_\_ Grade Level/Domain \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Observer: \_\_\_\_\_

Status				Feature	Comment
In Place	Partially In Place	Not in Place	Not Observed		
<b>Observable Features</b>					
				1. Team is made up of the Principal, Counselor, Grade level teachers, Lit Specialist/Title 1, and Specialists from Sp. Ed. & ELL.	
				2. School principal is an active participant on the EBIS team.	
				3. Team plots and analyses progress-monitoring data on students falling below the 20 %ile on MAZE.	
				4. Team identifies and/or reviews progress-monitoring data on students who have more than 2 ODRs, since the last meeting or more than 5 for the year.	
				5. Team identifies and/or reviews progress-monitoring data on students who have failed 2 or more classes or have a GPA < 1.4 during any quarter.	
				6. Team identifies students who have 5 or more absences since the previous meeting.	
				7. Teams use the protocols (Reading and Behavior) to make decisions on interventions, data to be collected, and person responsible for collecting data.	
				8. Students in interventions (academic and behavior) are progress monitored regularly, based on the protocol.	
				9. Grade Level/Domain teams meet every 4 to 6 weeks to review progress-monitoring data on students in interventions.	
				10. Team analyzes cohort data and language level data for ELL students in interventions.	
				11. <i>Decision rules</i> are followed and changes to interventions are made based on aimline/trendline analysis.	
				12. Meeting agenda is generated primarily from student performance data rather than teacher referral.	
				13. Only those changes to interventions listed on the <i>Intervention Changes and Modifications Form</i> are considered as changes.	

### Assessing & Planning EBIS Team Process: Secondary Schools

School: \_\_\_\_\_ Grade Level/Domain: \_\_\_\_\_ Date: \_\_\_\_\_  
 People Interviewed: \_\_\_\_\_  
 Interviewer: \_\_\_\_\_

Status			Feature	Comment
In Place	Partially In Place	Not in Place		
<b>Determine through Interview</b>				
			1. The <b>EBIS Group Intervention &amp; Planning Form</b> is completed and lists students who are below the 20 <sup>th</sup> percentile on MAZE, or who meet criteria for interventions in behavior, and/or attendance.	
			2. The <b>EBIS Student Intervention Profile</b> is started for each student receiving an intervention and is updated when new interventions are implemented.	
			3. Daily data is collected for students in behavioral or attendance interventions.	
			4. Parents are notified when their child is placed in an intervention or when there has been a change in intervention	
			5. Students in reading interventions are progress monitored bi-weekly with MAZE.	
			6. Prior to developing an individualized intervention (see Reading Protocol), the team collects additional information about the student in order to plan the individualized intervention. This information includes:	
			a. The <b>EBIS Team Meeting Notice</b> is sent to parents	
			b. A Case Manager is assigned to ensure that all required tasks are completed.	
			c. A <b>Developmental History</b> is obtained	
			d. The <b>RTI Process Brochure</b> is given to parents.	
			e. If the student has a second language, the ELL teacher at the school obtains information about language and language development and the team completes the ELL Student Data Checklist.	
			f. The <b>EBIS Individual Problem Solving Worksheet</b> is completed through a review of the student's cumulative file.	
			g. The EBIS team uses the information obtained from the developmental history and problem solving worksheet and the <b>Reading Protocol</b> or other relevant protocol to determine the appropriate Tier III intervention for the student.	
			7. If MAZE data continues to be below the aimline after one semester in Language!, a referral to Special Education is considered.	
			8. The <b>EBIS Student Intervention Profile, Developmental History Form, Progress Monitoring Data, and the Individual PS Worksheet</b> are attached to the Special Ed Referral Form.	
			9. EBIS team reviews data on student performance at least 3 times each year (fall, winter, spring) to evaluate effectiveness of the core programs.	
			a. Data regarding the core program are disaggregated by race, special programs (such as ELL and Sped), grade level, and subject area.	
			10. Results of the triennial review are shared with grade level teams and changes are made as needed based on the data.	

## Gauging EBIS Implementation: How is Your School Doing?

	"Emerging"	"Developing"	"Established"
<b>Intervention Design</b>	Individual teachers design interventions on their own	Teachers design interventions through casual collaboration with peers. Grade levels or teams may choose to skill group students	Teachers representing regular education, special education, Title I, and ELL work together to develop interventions for students
<b>Intervention Format</b>	Teachers use favorite interventions collected over years	Teachers use only "Reteach" modules in district adopted curricula or work from a "laundry list" of interventions	Building wide resources are tapped to provide a variety of research-based interventions where needed
<b>Intervention Implementation</b>	Teachers implement interventions only within the framework of their own classrooms or groups	Teachers may regroup students for skill-based interventions with colleagues on occasion	Grade level teams and building resource teachers work together to implement systematic group interventions
<b>Consideration of Other Factors</b>	No consideration is given to other factors (attendance, health, behavior, mobility) until the SPED eligibility meeting	File review information is reviewed without a standard format	Other factors are carefully scrutinized and interventions are designed/implemented to address them whenever possible. A standard format is used to display file review information
<b>Progress Monitoring</b>	Teachers judge student response to instruction based on observations and holistic, intuitive evaluation	Teachers check progress with measures like Oral Reading Fluency (CBM) checks periodically, either on an irregular or infrequent basis	School staff work together to establish systems through which students' progress is checked at least monthly and more often as interventions intensify
<b>Special Ed. Referral for Suspected LD</b>	Individual teachers make unilateral decisions about appropriate timing of SPED referral	Individual teachers are "allowed" to refer once required pre-referral steps are completed	Professionals make a group determination that a referral is appropriate (based on data indicating the student's response to interventions)

## Secondary EBIS Team Planning Survey

**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name(s) and position(s) of survey participants:** \_\_\_\_\_

EBIS Features	Rating			Notes for Goal Setting
	Not in Place	Partially in Place	Fully in Place	
<b>1. Team Membership and Process: Building Level</b>				
a. EBIS teams include principal, special education representative, literacy/reading specialist, counselor and/or psychologist, classroom teachers, and ELL teacher.				
b. Principal, teachers, and representatives from special education, counseling, and ELL attend <b>every</b> meeting.				
c. Grade level (or content/regional) teams meet regularly every four to six weeks.				
d. Building principal provides instructional leadership at EBIS meetings (e.g., interprets data, guides intervention decision making, allocates resources, etc.).				
e. Team roles are clearly defined (e.g., facilitator, time keeper, recorder)				
f. All meetings have clearly defined agendas.				
g. Meetings include review of progress monitoring data for all students in 20% group. Decision rules from the appropriate protocol (reading, behavior, math) are used to guide changes in interventions.				
h. The building's screening process quickly identifies new students who fall in the bottom 20% and places them in appropriate interventions.				
i. EBIS meetings run efficiently and are completed within the allocated time (30 - 60 minutes).				
j. Specific data on student performance is used at the EBIS meeting to make decisions about student placement. These decisions are not made based on teacher report alone				

<b>EBIS Features</b>	<b>Rating</b>			
	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
<b>1. Team Membership and Process: Building Level (Continued)</b>				
k. At least 2 times per year, teams review the effectiveness of the core program.				
l. If less than 80% of students are at benchmark, teams discuss and plan for changes to the implementation of the core program. Data is analyzed based on grade, program, and ethnicity.				
m. The minutes from the EBIS meeting are distributed within two days of the meeting. This documentation helps to clarify specific tasks that team members must complete before the next EBIS meeting.				
<b>2. Core Instructional Program</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. A core reading program (Holt) is implemented consistently at your school.				
b. The core curriculum is delivered for a minimum of 45 minutes a day across all grades at your school.				
c. New teachers receive initial training in the core reading curriculum and returning teachers receive yearly refresher courses.				
d. Teachers have ready access to high quality additional support (e.g., peer coaching, classes) as needed.				
e. Teachers have received sufficient support to adjust the implementation of the core program based on students' skills, while still maintaining fidelity to the program.				
f. Building principal conducts frequent observations of classroom teachers to ensure effective instruction.				
g. Building principal monitors what is taught to ensure core curriculum, common Language Arts assessments, and district priority standards are being taught with fidelity.				
h. Assessments from the core program are administered and reviewed to guide decisions about student placement.				
i. At least 90% of teachers in your school regularly use the district's research-based literacy strategies and regularly incorporate reading as part of their core instruction.				

<b>EBIS Features</b>	<b>Rating</b>			
<b>3. Screening and Progress Monitoring Procedures</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. All assessors (both screening and progress monitoring) receive thorough initial training as well as yearly refresher classes.				
b. Progress is monitored weekly or bi-monthly according to protocol for all students receiving interventions.				
c. Building staff (non-assessors) is thoroughly trained and skilled in data analysis and interpretation.				
<b>4. Reading Decision Rules</b>	<b>Not in Place</b>	<b>Partially/Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. All EBIS team members understand Reading decision rules and have access to the protocol.				
b. Progress is monitored and interventions changed based upon the decision rules if data indicates 3 to 4 points below the aim-line during a semester.				
c. Prior to placing a student in an individualized intervention, the following are completed: The Problem Solving Worksheet, a developmental history, and if the student is receiving ELL services, an evaluation of his/her language level. Parents receive RTI Brochure at this time.				
d. Decision rules are consistently followed for all students.				
<b>5. Reading Interventions</b>	<b>Not in Place</b>	<b>Partially/Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. Research based interventions are available at each grade level and address phonemic awareness, phonics, fluency, comprehension, and vocabulary.				
b. At least one member of the EBIS team is highly skilled and knowledgeable regarding the range of intervention options.				
c. Interventions are chosen to address specific areas of need of the student. Students participate in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented.				
d. The Student Intervention Profile is kept up to date for each student in an intervention, with accurate program information and start and end dates for interventions.				

<b>EBIS Features</b>	<b>Rating</b>			
<b>6. Behavior and Attendance Concerns</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. EBIS teams review attendance and behavior records at each meeting and place students who meet the decision rules into behavioral interventions.				
b. Students in interventions due to problems with behavior or attendance have their progress monitored and the data reviewed at each EBIS meeting. If inadequate progress is made, interventions are intensified.				
c. If a student continues to have behavioral difficulties after a secondary behavioral intervention, a Functional Behavioral Assessment (FBA) is completed and a behavior plan developed.				
<b>7. LD Eligibility</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Full in Place</b>	<b>Notes for Goal Setting</b>
a. Referrals are <b>always</b> accompanied by appropriate documentation (e.g., progress monitoring data, intervention information, student intervention profile, developmental history, problem solving worksheet)				
b. Students are referred for a special education evaluation if they fail to make adequate progress in the most intensive intervention (Language!) (unless extenuating circumstances are present).				
<b>8. Parent Participation</b>	<b>Not in Place</b>	<b>Partially in Place</b>	<b>Fully in Place</b>	<b>Notes for Goal Setting</b>
a. A system is in place that ensures that parents regularly receive screening and progress monitoring data.				
b. Parents are consistently notified when students begin or change interventions.				
c. Parents receive the TTSD RTI Brochure when their child is about to begin the individualized intervention.				
d. Parents are invited to participate in EBIS decision making, with targeted outreach to parents with diverse needs (e.g. poverty, primary language other than English).				

EBIS Team Goals

Team members: \_\_\_\_\_

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	<b>EBIS Feature</b>	<b>Indicate School-wide or Specific Grade and Group</b>	<b>Action to Be Taken</b> (Be specific enough so that it is possible to determine when the action has been implemented.)
<b>1</b>			
<b>2</b>			