



Implementing Tier II Interventions and Supports Binder



Tennessee TSC
Tiered Supports Center



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Using This Binder

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Welcome to the Implementing Tier II Interventions and Supports Binder. As you explore the resources in this document, here are some tips to help you with navigation.

Side Tabs

Side tabs are the main way to navigate between sections. They are available on all pages. By tapping one of the binder's side tabs, you will be linked to that section's title page.

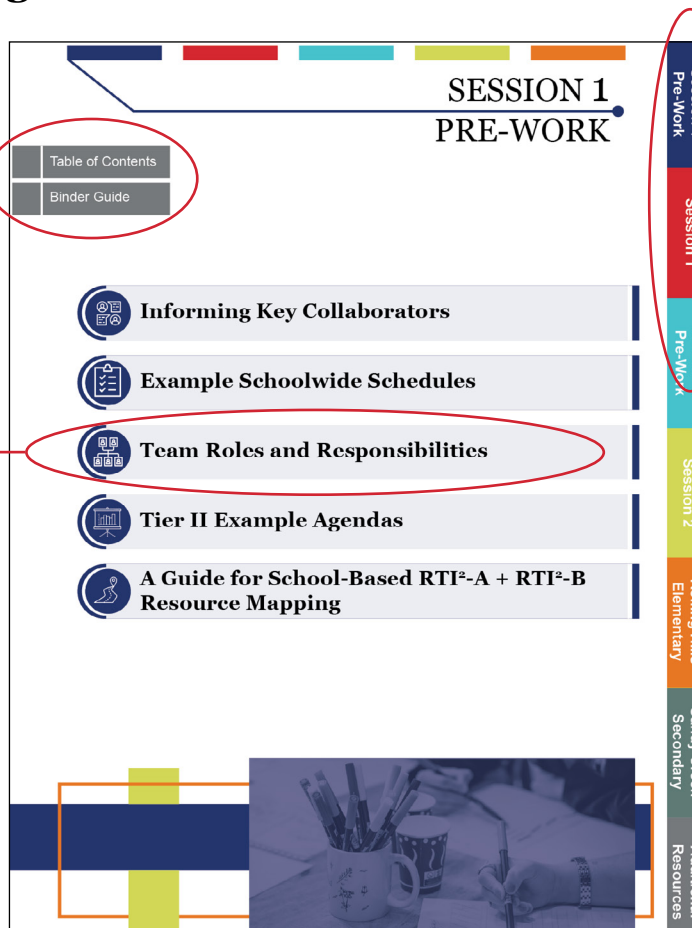
Additionally, the tabs can assist with moving between documents within the same section.

Example: You are looking at Example Schoolwide Schedules under "Session 1 Pre-Work" and you need to download Team Roles and Responsibilities. Simply click on the "Session 1 Pre-Work" tab on the right to jump to the appropriate document.

Section Title Page

Located on section title pages, these buttons link back to the binder's Table of Contents or the Binder Guide page. Additionally, all sections and resources can be accessed on the Table of Contents.

All resources within the section will have a button on the title page that will link to the first page of that document.



Located on every page, side tabs provide navigation between sections and return you to the start of a section.

SESSION 1

PRE-WORK

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Binder Guide





Informing Key Collaborators

Purpose: Communication and engagement include making sure all key collaborators understand their role in supporting students receiving intervention. Educators should consider the strategies listed below when informing key collaborators and students of Tier II interventions.

Informing Caregivers

- Explain skill deficit(s) requiring intervention.
- Share rationale for selected intervention(s) and how it meets the student's need(s).
- Provide schedule of supports received.
- Share student progress toward skill mastery using graphed data.
- Send home letters that are easy to understand.
- Provide materials to families in the language spoken at home.
- Speak personally with the caregiver regarding the student's placement in or exit from Tier II, when possible.
- Keep all communication positive and focused on the school's concern for their student.
- Follow TDOE guidance for students with Unique Learning Needs.

Informing Students

- Explain the purpose of the intervention, how often it occurs, how data will be collected, and how progress will be shared.
- Provide an opportunity for the student to ask questions and voice concern.

Informing Interventionists

- Ensure the interventionist understands how to deliver the intervention (i.e., the interventionist is trained).
- Explain the data collection plan for progress monitoring and implementation fidelity.
- Determine who will maintain regular communication with families and what should be communicated.
- Decide who will update students' intervention records.
- Explain the exit plan including meeting goals and fading intervention.
- Create a plan to communicate outcome data

Informing Classroom Teachers and Other Interventionists

- Explain how student needs are supported by interventions.
- Provide coaching on how to support students receiving intervention with applying new skills in other environments (e.g., general education classroom).
- Teach how to track student progress.



Example Schoolwide Schedules

Purpose: The examples in this document highlight how schoolwide schedules can allow time for intervention, enrichment, and remediation. At the elementary and middle school levels, the provision of Tier II and Tier III interventions should be built into the schoolwide schedule. At the high school level, there are two common scheduling options for Tier II and Tier III intervention needs. One is a “skinny block,” or short 30-minute class period, that occurs schoolwide for intervention, enrichment, guidance, and other student support that is not credit-bearing. The other common approach is to use the intervention course codes to provide intervention as an elective in the student’s schedule. The following are example narratives that explain different approaches.

Elementary Schedules

Example Narrative: A particular group could have intervention time at the same time each day or at different times throughout the day. All personnel resources in the building should be utilized to provide standards remediation, intervention, or enrichment during intervention time. This example demonstrates how each group has a scheduled time for intervention and all school personnel are utilized.

Teachers reflected in Example #1:

- Teacher A supports five students with a decoding deficit.
- Teacher B supports four students with a fluency deficit.
- Teacher C supports five students with a math calculation deficit.
- Teacher D supports four advanced students with enrichment.
- Teacher E supports eight students with grade level reading instruction.

Additional personnel not listed in Example #1:

- A special education teacher supports four students with decoding issues (different from the group with Teacher A).
- An EL teacher supports seven students with instruction for English Learners.
- An educational assistant supports eight students needing learning acceleration with grade level standards.
- Another educational assistant has 12 students working on a project who do not need remediation on standards or intervention due to skill deficits.



Team Roles and Responsibilities

Team Roles and Responsibilities

Purpose: This table provides example responsibilities that members of a data-based decision-making team might have before, during, and after meetings.

	Before Meetings	During Meetings	After Meetings
Team Lead	<ul style="list-style-type: none"> • Schedules meetings • Sets meeting agendas • Sends meeting reminders 	<ul style="list-style-type: none"> • Facilitates discussions • Follows meeting norms and provides input • Respectfully participates in meetings 	<ul style="list-style-type: none"> • Follows up on assigned tasks • Completes assigned tasks
Recorder	<ul style="list-style-type: none"> • Creates meeting minutes • Sends agenda before meetings 	<ul style="list-style-type: none"> • Records meeting minutes • Reviews action items with team • Respectfully participates in meetings 	<ul style="list-style-type: none"> • Shares meeting minutes with team • Completes assigned tasks
Data Coordinator	<ul style="list-style-type: none"> • Oversees how student data is organized • Reviews implementation data • Reviews progress monitoring data • Prepares data and graphs to share • Reviews agendas 	<ul style="list-style-type: none"> • Leads discussions on data • Respectfully participates in meetings 	<ul style="list-style-type: none"> • Completes assigned tasks • Reviews data
Active Team Member(s)	<ul style="list-style-type: none"> • Collects input from staff to share at the meetings • Reviews agendas 	<ul style="list-style-type: none"> • Represents staff, families, community members, and students • Considers what training staff and other key collaborators will need • Respectfully participates in meetings 	<ul style="list-style-type: none"> • Shares updates with all staff • Completes assigned tasks
Timekeeper	<ul style="list-style-type: none"> • Reviews agendas 	<ul style="list-style-type: none"> • Keeps team on topic • Monitors time needed to discuss agenda items • Ensures meetings start and end on time • Respectfully participates in meetings 	<ul style="list-style-type: none"> • Completes assigned tasks
Intervention Coordinator(s)	<ul style="list-style-type: none"> • Reviews progress monitoring data 	<ul style="list-style-type: none"> • Updates the team on the number of students in intervention • Leads discussions about intervention • Respectfully participates in meetings 	<ul style="list-style-type: none"> • Leads professional development, coaching, and communication with staff, students, and families on intervention • Trains interventionists • Completes tasks as assigned



Tier II Example Agendas

Purpose: These example agendas can be used by schools to guide discussions and action planning during data-based decision-making team meetings.

1. Example Agendas
 - a. Team Meeting Agenda — Example #1
 - b. Team Meeting Agenda — Example #2
 - c. Team Meeting Agenda — Example #3



A Guide for School-Based Resource Mapping

A Guide for School-Based RTI²-A + RTI²-B Resource Mapping

What is Resource Mapping?

Resource mapping is the act of taking a structured inventory or catalog of all resources (e.g., committees/initiatives, curricula, and evaluations) being implemented within a school. Planning for the upcoming school year is the perfect time to take stock of what resources are being utilized to meet the needs of students and improve student outcomes. By knowing exactly what resources a school has in place, a school team is able to identify potential resources that may be more efficient and effective. Resource mapping contributes to the aligning tiered supports for academics and behavior.

Why Engage in Resource Mapping?

Schools should engage in the process of resource mapping in order to identify what resources currently exist and what resources contribute (or no longer contribute) to the alignment of tiered supports. Once *current* resources are identified, a school team can better make decisions about culling *unnecessary* resources and adopting *new* resources to support student needs.

Resource Mapping Tools

The School-based Committee and Initiative Alignment Worksheet

Streamline school team's efforts to improve student outcomes on behalf of schools by taking an inventory of the organization of resources, staff, and time in order to reduce the duplication of work.

The School-based Curricula and Interventions Alignment Tool

Catalog a school's current curricula and interventions. After taking inventory of their supports, the school is then able to prioritize needs for evaluating new interventions or practices.

The School-based Assessment Alignment Worksheet

Streamline the school team's efforts by taking inventory of all the academic and behavior evaluation tools they are currently using to measure the improvement of student outcomes (e.g., assessments, measures, tests).



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SESSION 1

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Binder Guide





Characteristics of High-Quality Interventions Checklist

Characteristics of High-Quality Interventions

Directions: This application activity allows your team to determine if the interventions used in your school have most, or all, of the characteristics of high-quality interventions shared today. Select an intervention from your *School-Based Curricula and Interventions Alignment Tool*, then use the checklist below to review the intervention. Place a check mark in the box if the characteristic applies to your intervention. Determine if the intervention is a good fit for your school, then discuss how interventions at your school are cohesively linked to Tier I.

Characteristics of High-Quality Interventions Checklist				
High-quality interventions are:	Description	Intervention Name:	Intervention Name:	Intervention Name:
Supported by research	Interventions are shown to have an evidence-base through multiple high-quality studies or are based on reliable and trustworthy evidence of effective practices.			
Standardized	There are well-articulated procedures for delivery, with step-by-step instructions that allow lessons to be delivered as intended.			
Delivered by trained interventionists	Personnel (e.g., general education teacher, special education teacher, trained teaching assistant, or intervention specialist) trained to deliver the intervention with fidelity.			
Administered at appropriate dosage	Dosage refers to the size of the instructional group, number of minutes per session, and number of sessions per week, and this should lead to increased opportunities for practice.			
Comprehensive	The intervention includes elements of explicit instruction, such as structured prompting, opportunities for practice, affirmative and corrective feedback, faded support,			



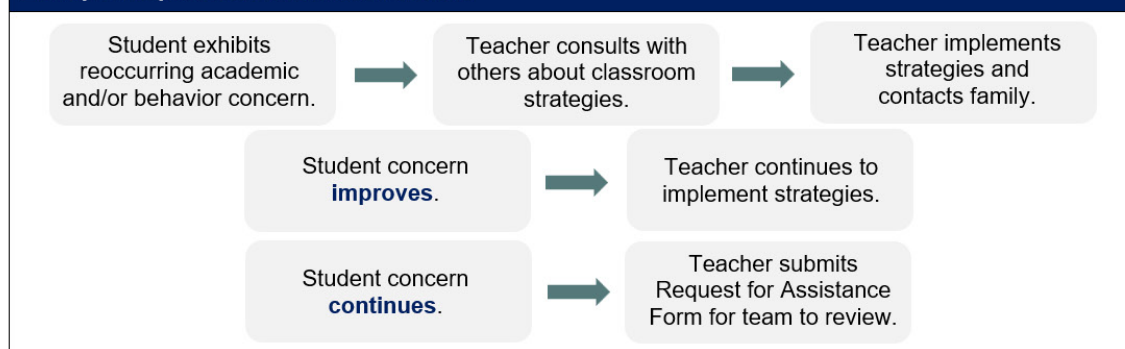
Request for Assistance Tip Sheet

Request for Assistance Tip Sheet

Purpose: Multiple data sources, such as universal screeners, should be used to identify risk. A request for assistance process is also necessary to help identify risk, verify risk, or indicate a need for classroom support. This tip sheet can be used to learn more about establishing a consistent request for assistance process.

Topic	Tips
Request for Assistance Rationale	Screening data may not detect some student needs or teacher concerns, including students: <ul style="list-style-type: none">• whose universal screener data does not indicate risk, but over time other data indicates the student is not meeting grade-level expectations,• who arrive to school after the universal screening window and the teacher has concerns about their academic or behavioral progress, or• whose screener doesn't gather information from a full range of individuals with knowledge of them.
Request for Assistance Referral Process	A structured referral process to request assistance may be used in addition to a systematic screening process to identify areas where support is needed. <ul style="list-style-type: none">• Requests for assistance from students, families, and educators can be used as an indicator of risk.• A standardized form that captures students' strengths and needs should be used to request assistance.• Training on the process should be provided.
Request for Assistance Forms	Request for assistance forms should capture information that allows a data-based decision-making team to identify and begin thinking about underlying reasons for a problem. Forms might include questions, space, or prompts that capture: <ul style="list-style-type: none">• academic and non-academic data that provide evidence of the concern and student strengths,• classroom/home strategies that were attempted prior to the request,• prior attempts to communicate with the family/school, and• beliefs about why the concern exists.
Request for Assistance Availability	Students, families, and educators should be taught: <ul style="list-style-type: none">• where to access the request for assistance form,• how to use the request for assistance form, and• what to expect after completing the request for assistance form.

Example Request for Assistance Process





Teacher Request for Assistance

Teacher Request for Assistance Example

Purpose: This is an example form a school might use to allow teachers to request assistance for students whom they believe need support.

Student Name: _____ Age: _____ Grade: _____

IEP: Yes or No 504 Plan: Yes or No ILP-D: Yes or No English Learner (ILP): Yes or No
Gifted: Yes or No

Teacher Completing: _____ Date: _____

ACADEMIC INFORMATION

Universal Reading Screener Score _____
Universal Math Screener Score _____
Universal Writing Screener Score _____
Benchmark Assessment _____

BEHAVIOR INFORMATION

Unexcused absences _____
Most recent Behavior Screener Score _____
Number of Office Discipline Referrals _____
Number of Nurse or Counselor Referrals _____

1. List the student's academic strengths:

2. List the student's behavioral strengths:

3. Do you have concerns with academic progress?

☐ Yes ☐ No ☐ Unsure

If yes, please list the academic concerns below.

4. Do you have concerns with behavioral progress?

☐ Yes ☐ No ☐ Unsure

If yes, please list the behavioral concerns below.

5. Do you believe that academic skills, including task completion, are impacting the problem behavior? ☐ Yes ☐ No ☐ Unsure



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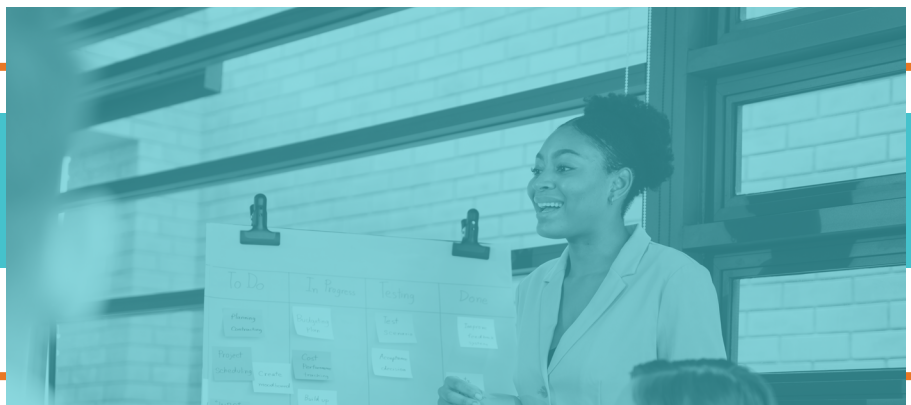


SESSION 2

PRE-WORK

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Integrated Instructional Plan Template

Integrated Instructional Plan: Literacy and Behavior - TEMPLATE

Purpose: This integrated instructional plan template can be used by schools to list all the students requiring support and available practices.

School: _____ **Grade:** _____ **Period:** _____

Team Members: _____ **Date:** _____

Directions: After reviewing your grade-level data, complete the attached chart. This tool is used to direct support efforts within and across all classes for the grade level.

Literacy Focus:

Behavior Focus:

Benchmark/Universal Support at Tier I	Focus	Students	Program and Materials	Integrated Academic and Behavior Considerations (universal focus)	Instructor	Time/Days	Progress Monitoring	Weeks Until Next Benchmark
	Literacy							
	Behavior							



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Integrated Instructional Plan Example

Integrated Instructional Plan: Literacy and Behavior EXAMPLE

Purpose: This example integrated instructional plan shows how a school lists all the students requiring support and available practices.

School: Rolling Hills Elementary **Grade:** Third Grade **Period:** Winter to Spring

Team Members: O. Johnson, K. Davis, J. Smith, R. Hope **Date:** 9/22/23

Directions: After reviewing your grade-level data, complete the attached chart. This tool is used to direct support efforts within and across all classes for the grade level.

Literacy Focus: (Winter to Spring) Oral Reading Fluency: By the end of third grade, students should have mastered reading regular multi-syllable words and grade-appropriate irregularly spelled words. We use the aimswebPlus Oral Reading Fluency subtest to assess this skill. Additional assessments (e.g., drill-down assessments) will be administered as needed. Small-group instruction is recommended during the reading intervention block for students not on track to master the word reading skills.

By the end of third grade, students should have mastered word reading as indicated by the aimswebPlus Oral Reading Fluency subtest. If more than 20% of your students are not making progress, check to ensure a minimum of 30 minutes of the core reading block focuses on foundational literacy skills including morphology, grammar, spelling, writing, and fluency and includes explicit support for fluency, vocabulary, and comprehension. Examine fidelity monitoring including Instructional Practice Guide walkthroughs to ensure high-quality instructional materials are being used and scaffolding is being provided. Consider adapting your foundational literacy skills instruction to include more modeling, more scaffolding to support student learning, and/or a more gradual release to independent practice. Examine your Tier I high-quality instructional materials access points and supplemental materials for options for additional scaffolding and practice. Consider making these adjustments to the second-grade core program (with a minimum of 45 minutes of foundational literacy instruction) to avoid this remedial loop next year if current data determines that this change is needed. Small-group instructions are recommended for all students during the reading intervention block. For students who are not on track to master decoding skills, instructions should focus on basic reading and/or reading fluency skills.

Behavior Focus: (Winter to Spring) Modeling and Labeling of Prosocial Behavior: The purpose of behavior support is to teach and model behavior appropriate for school, structure the instructional environment to maximize time on task, and minimize disruptions.



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SESSION 2

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Considering the Function of Behavior

Considering the Function of Behavior

Purpose: This table contains example strategies that can be used to address challenging behavior when the behavior's function has been hypothesized/identified. The strategies can be incorporated into instruction and intervention to address the underlying reason(s) the behavior occurs.

Behavior Function	Common Behaviors	Example Support Strategies
Seek or Obtain Adult or Peer Attention	<ul style="list-style-type: none"> Calling out Disruptive behaviors Inappropriate commenting Physical aggression Property destruction Provoking conflict Use of profanity Verbal aggression 	<ul style="list-style-type: none"> Teach, practice, and acknowledge behavior expectations with a focus on appropriate ways to obtain adult or peer attention. Provide increased opportunities for noncontingent adult or peer attention, including increased opportunities for student responding and feedback. Arrange the environment to minimize disruptions to peers. Teach peers to ignore unwanted behavior and acknowledge appropriate, prosocial behavior. Consider strategies or interventions that provide structured attention (e.g., <i>Check-In/Check-Out</i>).
Seek or Obtain Material Items or Access to Activities/Tasks	<ul style="list-style-type: none"> Disruptive behaviors Tantrums 	<ul style="list-style-type: none"> Teach, practice, and acknowledge behavior expectations with a focus on appropriate ways to obtain items or access to activities/tasks. Adjust proximity to desired items in ways that will minimize distraction. Provide structured opportunities to access desired items or engage in desired activities/tasks. Provide choice of preferred activity using first/then language and visuals.
Avoid or Escape Adult or Peer Attention	<ul style="list-style-type: none"> Leaving designated area Physical aggression 	<ul style="list-style-type: none"> Teach, practice, and acknowledge behavior expectations with a focus on ways to appropriately manage adult or peer attention. Provide students with a choice on how they would like to receive feedback, including nonverbal acknowledgements. Provide opportunities for independent learning and assignments. Provide opportunities to practice interactions with peers and adults.
Avoid or Escape Activities/Tasks	<ul style="list-style-type: none"> Leaving designated area Noncompliance Off-task behaviors Physical aggression 	<ul style="list-style-type: none"> Teach, practice, and acknowledge behavior expectations with a focus on engaging in activities/tasks, appropriately asking for a break or alternate activities/tasks, or asking for help. Address needed academic skills through reteaching or intervention. Provide instruction that supports the achievement of grade-level expectations. Incorporate opportunities for choice making (e.g., type of task, order of completion, materials to use). Provide a visual schedule of upcoming activities and warnings before transitions. Build behavioral momentum by having students complete enjoyable or easier tasks before more difficult tasks. Consider strategies or interventions that provide break opportunities (e.g., <i>Breaks are Better</i>).

Reference

McIntosh, K. & Goodman, S. (2016). *Integrated multi-tiered systems of supports: Blending RTI and PBIS*. New York, NY: Guilford Press.



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Checklist for Aligning Practices

Checklist for Aligning Practices

Purpose: This checklist can be used by the data-based decision-making team to assess alignment practices.

Implementation Step	Implementation Status		
	Not in Place	Partially in Place	In Place
1. The team considers characteristics of Tier II when adopting schoolwide and classroom interventions (e.g., appropriate dosage, delivered by trained interventionists, comprehensive, research-validated, skills-based, and standardized).			
2. Interventions are selected and organized along a tiered continuum that increases in intensity (e.g., frequency, duration, individualization, expertise in support) using the <i>School Curricula and Interventions Alignment Tool</i> .			
3. The team uses the <i>School Implementation Fidelity Assessment</i> to audit their Tier II system, and the continuum of academic and behavior interventions provided in the school.			
4. The team considers how academic and behavior interventions address the function of problem behavior.			
5. The team reviews multiple sources of academic and behavior data when considering students for Tier II interventions to identify students' skill deficits and strengths.			
6. The team completes Integrated Instructional Plans at least twice a year.			
7. Academic and behavior practices are implemented with fidelity.			
8. Schoolwide expectations are identified and taught to promote desired behavior, increase instructional time, and minimize distractions from instruction.			
9. Classroom management systems are consistent with the schoolwide RTI ² -B framework (e.g., schoolwide expectations, access to schoolwide acknowledgement system, response to problem behavior).			
10. Classroom teachers provide explicit instruction on how the schoolwide expectations apply to their classroom.			
11. Classroom teachers provide explicit instruction in classroom routines (e.g., turning in assignments, transitions to and from classroom, requesting assistance) that are consistent with the schoolwide expectations.			

Priority for Action Planning (Select the three most important items from above.)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

Acknowledgements

This resource is adapted from:
McIntosh, K. & Goodman, S. (2016). *Integrated multi-tiered systems of supports: Blending RTI and PBIS*. New York, NY: Guilford Press.



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Tier II Direct Observation Rubric

Sample Tier II Direct Observation Rubric

Observer: _____ Interventionist: _____
 School: _____ Grade: _____
 Start Time: _____ End Time: _____
 Program: _____ Skill(s): _____

Focus	Criteria			
	3	2	1	0
Structure and Delivery of Tier II Intervention SCORE: _____	Strict adherence to procedures ensures full implementation. All components are used to deliver a high intensity intervention. Correct time schedule is followed to provide optimal intervention during the time allocated. Intervention is delivered as designed.	Interventionist and students are engaged. Pace is effective and students are actively involved. Correct materials are used. Intervention time is focused and uninterrupted. Lesson is delivered as designed.	Interventionist and students are in correct places, but materials are not at hand. Interventionist appears unprepared. Time delay to effectively begin intervention time. Some interruptions noted. No clear plan for the lesson.	Intervention not occurring at scheduled time and no manual or lesson plans used.
Management SCORE: _____	Enthusiastic delivery by interventionist. Correct and effective management in place. Interventionist and students effectively making use of time. Structure of intervention provides effective pacing and optimal use of materials.	Good delivery by interventionist. Management is effective. A few difficulties noted during implementation. Most students are engaged in learning. Structure guides intervention time with occasional lapses in time.	Poor delivery by interventionist. The interventionist does not follow set procedures for effective implementation. Several students off task. Structure lacks coherence.	Ineffective delivery by interventionist. Students are not engaged. Interventionist does not guide structure for intervention.



Examples of Intervention Adaptation

Examples of Intervention Adaptation at Tier II

Purpose: This table provides dimensions or ways that an intervention can be intensified for a student receiving a Tier II intervention. Any intervention at Tier II should be a simple adjustment that will provide few additional resources. This information can also be used at Tier III to individualize and intensify intervention for students who are not responding to the intervention.

Intensity Dimension	Definition	Example Adaptations
Dosage	The number of opportunities a student has to practice needed skills and receive feedback.	<ul style="list-style-type: none">• Repeat, strategically reorder, or create lessons.• Increase the amount of intervention time per day, or number of lessons per week.• Decrease group size.
Aligned to academic and behavioral skills	The program (a) addresses the target student's full set of academic skill deficits and (b) does not address skills the target student has already mastered (extraneous skills for that student).	<ul style="list-style-type: none">• Add or change skills taught to address the student deficits in an area.• Adjust to minimize or eliminate instruction on already mastered skills.• Change strategy for teaching skills when current strategy is not effective.
Comprehensiveness	How much of the program provides explanations in simple, direct language; modeling; repeated opportunities for practice with gradual release of responsibility; clear questions at the appropriate cognitive level; many opportunities to respond; immediate feedback; and brisk pacing.	<ul style="list-style-type: none">• Clarify explanations and add additional examples for modeling.• Increase or better structure guided or independent practice opportunities.• Increase the number of opportunities for students to respond actively to teacher questions in a variety of response formats.
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.	<ul style="list-style-type: none">• Increase and/or improve strategies to improve self-regulation and executive function.• Increase and/or improve strategies to minimize challenging behavior.

This resource was adapted from:

Walker, M.A., & Kearns, D. (2022). Provide Intensive Intervention Using Data-Based Individualization. In J. McLeskey, et al. (Eds.), *High Leverage Practices for Inclusive Classrooms* (2nd ed., pp. 313 – 329). Council for Exceptional Children. <https://doi.org/10.4324/9781003148609-26>
Fuchs, L.S., Fuchs, D., & Malone, A.S. (2017). The taxonomy of intervention intensification. *TEACHING Exceptional Children*, Vol. 50, No.1, pp. 35-43.
DOI: 10.1177/004005991770396



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Data Analysis Handout

Data Analysis

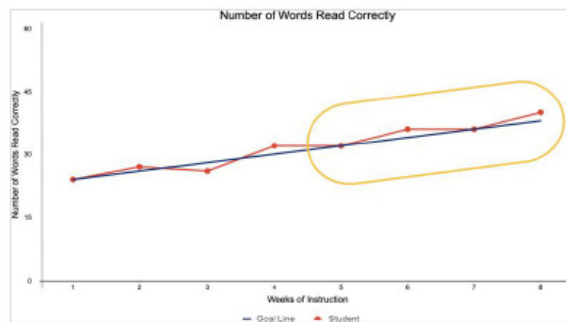
Purpose: This resource explains methods for analyzing formal progress monitoring data, which is one type of data that should be analyzed alongside other data sources collected to monitor student progress. It is recommended that progress monitoring be conducted at least bi-weekly, tailored to each student's instructional level, as advised by the Tennessee Department of Education (2023). This document presents two effective methods for analyzing formal progress monitoring and includes probing questions that teams can use to evaluate student progress across multiple data sources.

Four-Point Method

The four-point method involves evaluating the student's progress by comparing their four most recent progress monitoring data points to their established goal line (National Center on Response to Intervention, 2013). Teams examine these data points to determine if the student is progressing adequately toward their academic goals. This method provides a snapshot of the student's current performance in relation to their expected growth.

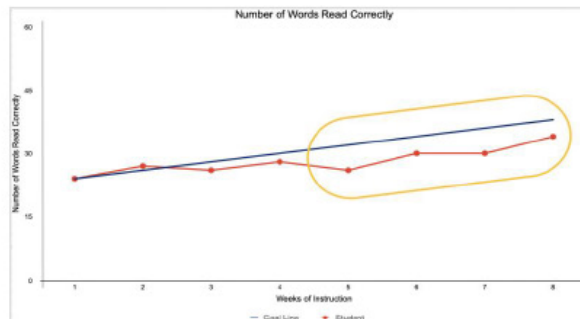
Adequate Progress

If the four most recent data points are on or around the goal line, it is one indication that the student is making adequate progress and showing a positive response to the intervention. The intervention should continue as planned if a similar response is seen across other data sources.



Inadequate Progress

If the four most recent data points fall below the goal line, it is one indication that the student is not making adequate progress and is responding poorly to intervention. Teams should consider a change to the intervention to increase effectiveness if a similar response is seen across other data sources.



Note. The four-point method allows quick evaluation of progress but is not appropriate to use in all situations. If student data is highly variable or if students do not have a clear pattern of four consecutive data points above or below the goal line, use trend line analysis instead (The Iris Center, 2014).



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ROLLING HILLS ELEMENTARY

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Rolling Hills Script for Tier II Training

Purpose: This is an example script and database for learning. This is not intended to mirror the numbers of an actual school. We intend to have participants practice with these example resources and then apply the knowledge to their buildings. The references to specific interventions in this script are intended to be examples of interventions schools can use to support students. Some of these interventions are real and some are fictional (see notes throughout). Discussion in this script does not indicate interventions mentioned here are approved or endorsed by the Tennessee Department of Education (TDOE).

Example Implementation Materials for Participants to Review

(These documents are shared at the end of script.)

- Rolling Hills Team Agenda
- Rolling Hills Risk Indicator Continuum

Example Implementation Materials for Participants to Review

(These materials are shared as additional documents.)

- Rolling Hills List of Students at Risk
- Rolling Hills Curricula and Intervention Alignment Tool





Rolling Hills Curricula and Interventions Alignment Tool

School Curricula and Interventions Alignment Tool

General Directons: Use this tool to catalog and organize RTI²-A + RIT²-B curricula and interventions being implemented within your school. To begin, enter curriculum and intervention information into the tabs for Tier I, Tier II, Tier III Resources. Tabs are located at the bottom of the spreadsheet tool. **Specific programs should not be confined to specific tiers of intervention, but rather assigned by student need.** Remember to list curricula and interventions being used to support needs across Tier II and Tier III on both tabs.

Step 1: What are our current school resources?

Catalog current school curricula and interventions in the tabs for Tier I, Tier II, Tier III Resources. For each tab, provide information about the curricula and interventions listed:

- Select applicable grade level range from drop-down menu.
- Select the domain from drop-down menu: behavioral, academic, literacy, math, other.
- List all content areas/departments that are implementing.
- Indicate the person(s) responsible.
- Describe the data source; for example: student achievement (by subject), benchmark testing, universal screening, progress monitoring, and fidelity data.
- Record additional comments (e.g., when available, school use, funding sources).

Step 2: How do these resources fulfill our school's current goals:

1. What grade levels, domains, or curricula/interventions are we doing well?
2. What else is needed to support and achieve our goals?

Use the Summary tab* to review curricula and interventions for all tiers at-a-glance. The Summary tab auto-populates with information from each Resource tab (e.g., Tier I, II, and III) and sorts by grade level, domain, and curricula and interventions. Examine curricula and interventions information while action-planning within your school team.


**The Summary tab is protected; information cannot be entered directly into this tab. Instead, enter information into the Resource tabs.*



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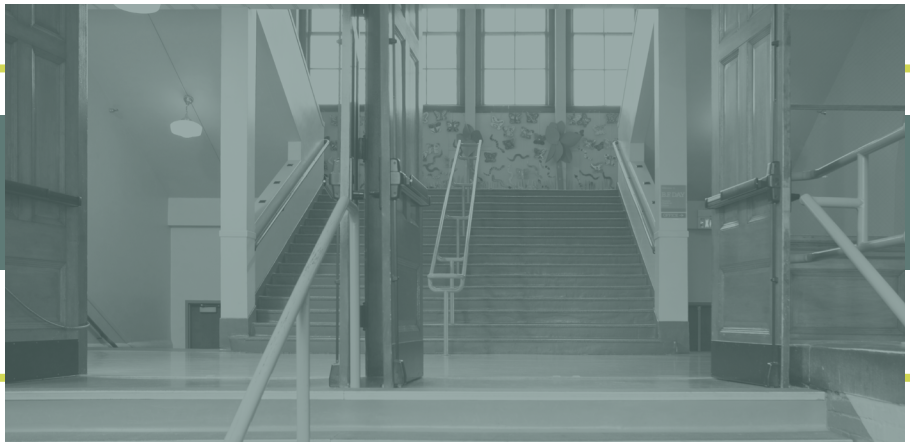




SANDY CREEK SECONDARY

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Binder Guide





Sandy Creek Secondary School Script for Tier II Training

Purpose: This is an example script and database for learning. This is not intended to mirror the numbers of an actual school. We intend to have participants practice with these example resources and then apply the knowledge to their buildings. The references to specific interventions in this script are intended to be examples of interventions schools can use to support students. Some of these interventions are real and some are fictional (see notes throughout). Discussion in this script does not indicate interventions mentioned here are approved or endorsed by the TDOE.

Example Implementation Materials for Participants to Review

(These documents are shared at the end of script)

- Sandy Creek Team Agenda
- Sandy Creek Risk Indicator Continuum

Example Implementation Materials for Participants to Review

(These databases are shared as additional documents)

- Sandy Creek List of Students at Risk
- Sandy Creek Curricula and Intervention Alignment Tool



Sandy Creek Secondary List of Students At Risk

Student	Grade	Homeroom Teacher	Previous Intervention	Data Source to Identify Risk	Other Data Source to Identify/Verify Risk	Screening for Characteristics of Dyslexia	and/or Additional Drill Down Assessments in Reading
George W.	9th	Norton	None	ELA & Math course performance data and ELA & Math TCAP scores indicate at risk	Summative Assessments	Yes	n/a
Thomas W.	9th	Lawrence	None	ELA course performance data and ELA TCAP scores indicate at risk	Summative Assessments	Yes	Fluency Probes, P
Garcelle A.	9th	Tyler	Failure Free Reading	Math course performance data and MathTCAP scores indicate at risk; Universal Behavior Screener indicates at risk	3 ODRs (At Risk)	No	n/a
Gwen P.	9th	Gregory	Classroom Strategies	ELA course performance data and ELA TCAP score indicate at risk; Universal Behavior Screener indicates at risk	Teacher Request for Assistance Form	Yes	Fluency Probes
Jacob L.	9th	Lawrence	Friendship Group	Math course performance data and Math TCAP score indicate at risk	Summative Assessments	No	n/a
Gordon M.	9th	Norton	None	Math course performance data and Math TCAP score indicate at risk	Summative Assessments	No	n/a
Matt U.	9th	Tyler	None	Math course performance data and Math TCAP score indicate at risk	Summative Assessments	No	n/a
Margaret M.	9th	Norton	None	ELA course performance data and ELA TCAP score indicate at risk; Universal Behavior Screener indicates at risk	3 ODRs (At Risk)	Yes	Fluency Probes, Phonics Inventory, Spelling assessment
Karl Z.	9th	Norton	Resiliency Group	Universal Behavior Screener indicates at risk	14% days absent (At Risk)	No	n/a
Mable R.	9th	Norton	None	Universal Behavior Screener indicates at risk	4 Counseling Referrals (At Risk)	No	n/a
Breanna L.	9th	Lawrence	None	ELA course performance data and ELA TCAP score indicate at risk; Universal Behavior Screener indicates at risk	4 ODRs (At Risk)	Yes	Fluency Probes
Clayton P.	9th	Norton	None	Attendance data indicates risk	No other data showed concern	No	n/a
Carl L.	9th	Norton	None	Attendance data indicates risk	No other data showed concern	No	n/a
Lucy B.	9th	Tyler	None	Attendance data indicates risk	No other data showed concern	No	n/a
Emily C.	9th	Tyler	None	Attendance data indicates risk	No other data showed concern	No	n/a
Curtis D.	9th	Tyler	None	Attendance data indicates risk	No other data showed concern	No	n/a
Graham W.	9th	Lawrence	None	Attendance data indicates risk	No other data showed concern	No	n/a
Lucas R.	9th	Lawrence	None	Attendance data indicates risk	No other data showed concern	No	n/a
Roan P.	9th	Lawrence	None	Attendance data indicates risk	No other data showed concern	No	n/a
Paul M.	9th	Tyler	None	Attendance data indicates risk	No other data showed concern	No	n/a
Mary S.	9th	Tyler	None	Attendance data indicates risk	No other data showed concern	No	n/a
Dorris P.	9th	Gregory	None	Attendance data indicates risk	No other data showed concern	No	n/a
Ruth O.	9th	Gregory	None	Attendance data indicates risk	No other data showed concern	No	n/a
Molly R.	9th	Gregory	None	Attendance data indicates risk	No other data showed concern	No	n/a
Jeanette P.	9th	Gregory	None	Attendance data indicates risk	No other data showed concern	No	n/a
Patrick Q.	9th	Gregory	None	Attendance data indicates risk	No other data showed concern	No	n/a
Carson W.	9th	Gregory	None	Attendance data indicates risk	No other data showed concern	No	n/a
Lori R.	9th	Gregory	None	Attendance data indicates risk	No other data showed concern	No	n/a

*measured through accuracy on fluency probes

**measured through at risk criteria and accuracy on fluency probes

Note: This is an example database for learning. This is not intended to mirror the numbers of an actual school. We intend to have you practice with these example resources and then apply the knowledge to your building.



Sandy Creek Secondary Curricula and Interventions Alignment Tool

School Curricula and Interventions Alignment Tool

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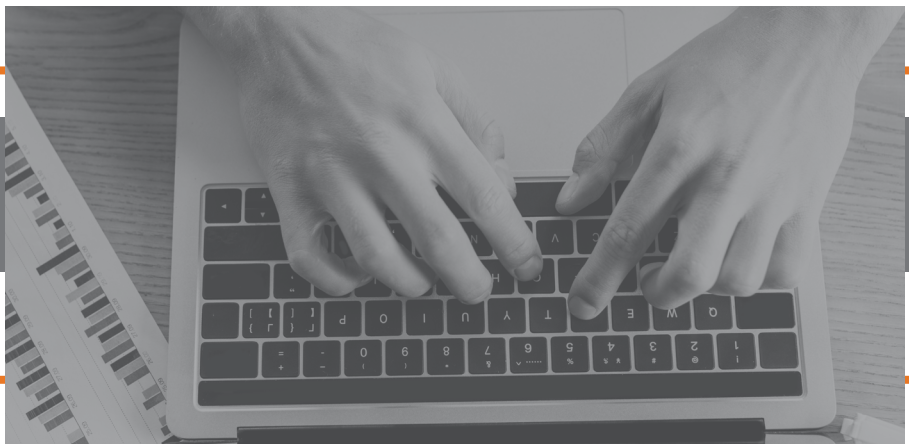
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ADDITIONAL RESOURCES

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Binder Guide





Tier II Interventions Entry and Exit Criteria

Tier II Interventions Entry and Exit Criteria

Purpose: Tier II interventions assist students needing support to access core instruction. Students will only require interventions for a while; therefore, schools and districts must have a process for entering and exiting students who receive Tier II interventions. This document serves as a reminder of the risk thresholds for Tennessee used to consider student entry in a Tier II intervention and the criteria that educators need to consider before they exit students from that support.

Tier II Entry Criteria

- Ensure Tier I academic and behavior instruction is provided with fidelity, flexible access points, and scaffolding as needed.
- Use multiple data sources, including universal screeners, to determine if additional support is needed.
- Remember to consider Tennessee's K-8 and 9-12 risk thresholds for academics.

Area	Examples of Using Entry Criteria and Risk Thresholds in Tennessee
Academics	<ul style="list-style-type: none">• Grades K-8: Consider universal screening scores compared to national norms as part of the student's data profile to help determine risk or placement in intervention and avoid using cut scores.• Grades 9-12: Consider Early Warning System data that incorporates attendance, behavior, and academic indicators.• Review other relevant data including classroom assessments and teacher report.
Behavior	<ul style="list-style-type: none">• Use guidelines for the selected universal behavior screener.• Consider local context, student population, and multiple data sources.

Tier II Exit Criteria

- Determine what it means for the student to meet academic or behavior expectations for the context.
- Consider if a student needs to gradually fade off the intervention before exiting.

Area	Examples of Using Exit Criteria
Academics	<ul style="list-style-type: none">• Student meets goal for three consecutive grade-level progress monitoring probes.• Student meets goal for two consecutive grade-level progress monitoring probes and most current universal screener.• Student meets goal for two consecutive universal screening administrations.
Behavior	<ul style="list-style-type: none">• Student meets goal recommended within the standardized intervention.• Student meets goal determined by the data-based decision-making team that meet contextual expectations.
Note: It is important to develop a plan of support for students exiting an intervention. The plan should address how the student's progress will be monitored so that the student does not fall behind again before the next universal screening.	



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Additional Electronic Resources for Training Participants

Additional Electronic Resources for Training Participants

Leadership	
Topic	Resource with Link
School Leadership	RTI² Manual (click "RTI ² Manual") <i>This is the TDOE's Response to Instruction and Intervention Manual.</i>
Scheduling	Strategies for Scheduling* <i>This guide includes planning questions, resources, and example schedules.</i>
Funding	Tennessee Investment in Student Achievement (TISA) Formula <i>This webpage includes information and resources related to TISA.</i>
Communication and Engagement	RTI² and Family Resources (click "Family" tab) <i>This webpage includes resources for families related to RTI².</i>
	Family Engagement in Special Education Resources for Families and Teachers <i>This webpage includes links to family engagement resources and events.</i>
	Tips for Successful School-Home Communication <i>This webpage includes information for families.</i>
	Tennessee Technical Assistance Network (TN-TAN) <i>This webpage includes resources and supports for school districts, administrators, educators, and families.</i>
Data-Based Decision Making	
Topic	Resource with Link
Data-based Decision Making	Data Analyst Worksheets* <i>This webpage includes links to resources which can be used at meetings for data-based decision making.</i>
	RTI² Overview and Data-based Decision Making <i>This webpage includes a link to the presentation titled, RTI² Overview and Data-based Decision Making.</i>