

# **Self Studies for Implementation of Multi-Tiered, Coordinated Early Intervening Services Response to Intervention**

## **Part A: Teams and Teaming at the Elementary Level**

**Mark R. Shinn, Ph.D.  
I-ASPIRE Northern Region Project Director**

**Pamela Radford, Ph.D., Madi Phillips, Ph.D., Barb Curl, Ph.D.  
Janice Miller, Ed.D., Christine Martin, M.S., Mary Miller, M.S, Christine Malecki, Ph.D.,  
Regional Coordinators**

**Lyndsay Jenkins, Vinita Menon, Jim Goodwin, and P.J. Perry  
Regional Coaches**

**Self Study Tool Part A  
Teams and Teaming: District Leadership Team**

**Brief Description:** The District Leadership Team serves as the over-arching management group for facilitating implementation in schools in the district. Primary roles include identifying needed changes in existing policies and practices, coordinating district staff development, and allocating resources. **Recommended meeting frequency in Year 1 is once per month.**

Representative of	Person(s)
Superintendent's Office	
Special Education Administration	
Curriculum and Instruction	
Remedial Programs (Title I, ELL)	
Principals	
Related Services	
General Education Teaching Staff	
Special Education Teaching Staff	
Human Resources/Personnel	
Parents	
Other	

Self Study			
Task	Outcome	Person Responsible	Timeline and Plan
Identify What <b>Scientifically Based Assessments</b> Are in Place At Each Tier by <b>Assessment Purpose (Part B)</b>	Identify Assessment Tools and Training Needs at Each Tier at the <b>District Level</b>		
Identify What <b>Scientifically Based Interventions</b> Are in Place <b>At Each Tier (Part C)</b>	Identify Intervention Tools and Training Needs at Each Tier at the <b>District Level</b>		
Identify Discrepancies Between <b>Expected Job Roles</b> and <b>Current Job Descriptions</b>	Job Descriptions Aligned with Expected Roles		
Identify <b>Skill Set Deficits</b>	Identify Training Needs at Each Tier at the <b>District Level</b>		

Commitment Building and Leadership			
Task	Outcome	Person Responsible	Timeline and Plan
Include RTI and PS <b>Implementation</b> in <b>District and School Board Goals</b>	Public Statements of Commitment		
Identify <b>Core Set of Readings</b> and Staff Development Materials	Disseminate and/or Post on District Website		
Create <b>Professional Learning Communities</b> with Targeted Content Related to RTI and Problem Solving	Increased Knowledge and Skill Development; Reduced Personal Concerns		
Present <b>Overview</b> of Multi-Tiered Early Intervening Services Model and District Commitment to <b>Staff</b>	Increased Awareness and Reduced Personal Concerns		
Present <b>Overview</b> of Multi-Tiered Early Intervening Services Model and District Commitment to <b>Community Members</b>	Increased Awareness and Reduced Personal Concerns		
Present <b>Overview</b> of Multi-Tiered Early Intervening Services Model and District Commitment to <b>School Board Members</b>	Increased Awareness and Reduced Personal Concerns		
Identify a <b>Process for Ensuring Tasks and Timelines</b> are Met	Support for Implementation		
Identify a <b>Process for Identifying Unexpected Within-the-District Barriers</b>	Support for Implementation		

Permission Giving			
Task	Outcome	Person Responsible	Timeline and Plan
Issue a <b>Statement About District's Adoption of Multi-Tiered, Early Intervening Services Model and SLD Identification</b>	Reduces Personal Concerns About Uncertainty of District Direction/Position and "Dual" Systems		
Issue a <b>"Hold Harmless"</b> Statement Detailing No Loss of Resources Should Early Intervention Programs Be Effective	Reduces Personal Concerns Regarding Loss of Jobs		
Issue a <b>Change In IEP Goal Setting and Progress Monitoring Document</b>	Reduces Personal Concerns Over Increased Progress Monitoring by Replacing Old Practices Instead of Adding New Practices; Increases Capacity for Progress Monitoring Across 3 Tiers, Including RTI		
Identify <b>General Education Assessment and Intervention Practices</b> that can be <b>"Abandoned"</b> or Reduced in Frequency	Reduces Personal Concerns About "Add Ons" and Increased Workload by Replacing Old Practices Instead of Adding New Practices;		
Identify <b>Special Education Assessment and Intervention Practices</b> that can be <b>"Abandoned"</b> or Reduced in Frequency	Reduces Personal Concerns About "Add Ons" and Increased Workload by Replacing Old Practices Instead of Adding New Practices;		

Resource Allocation			
Task	Outcome	Person Responsible	Timeline and Plan
Identify the <b>Primary Model</b> for Building <b>Coordinated Early Intervening Services</b> (Tier 2)	Build Coordinated versus Separate Remedial Programs		
Identify <b>How Existing Staff Roles and Services Can Be Used</b> to Provide Coordinated Early Intervening Services	Aligned with Interests of Many Disciplines (e.g., school psychologists,). Reduces Needs for Other Resources		
Identify <b>Resources for Tools and Training Deficits</b> and Establish <b>Priorities</b>			
Identify the <b>Need for Use of Part B 15% Special Education Funds</b> for Meeting Training, and Tools Needs			
<b>If a Title I</b> District, Identify <b>Use of Required 10%</b> for Staff Development			
Consider Use of <b>Title II or IV Funds</b>			
Identify <b>Personnel (District Coach) and/or Fiscal Resources to Support a Coaching Model</b> of Implementation	Increased Likelihood of Successful Implementation		
Organize <b>Year 1 Large Scale Staff Development Trainings</b> Targeted First Toward Existing District Staff Development Days	Year 1 Staff Development Plan		
Organize <b>Targeted Skill Trainings in Mini-Training</b> and On-Site Coaching and Demonstrations	Year 1 Skill Development and Coaching Plan		

Specific Responsibilities			
Task	Outcome	Person Responsible	Timeline and Plan
Establish and Provide Staff Development on a <b>Standard Problem-Solving Process for RTI Entitlement</b>			
<b>Establish Criteria</b> for Matching Student Needs to Intervention Programs			
Establish <b>Criteria for Specific Learning Disabilities Eligibility</b> Using an RTI Process			

**Self Study Tool Part A**  
**Teams and Teaming: Tier 1 School Improvement Team: Elementary Level**

**Brief Description:** The Building School Improvement Teams serves as the over-arching management group for facilitating implementation in a particular school. Primary roles include evaluating school achievement and behavior data to identify needed changes in existing tools, training, and support, especially around fidelity of implementation. **Recommended meeting frequency in Year 1 is once per month.**

Priority Skill Sets	Person(s)
Leadership and Contingency Management	
Using High Stakes and Other School Outcome Data for Program Evaluation	
Increasing and Maintaining Parental Involvement	
Scientifically Based Reading Interventions	
Effective Behavior Support at the School and Classroom Level	
Scientifically Based Language Interventions, Including English Language Learning and Vocabulary	
Other School Identified Priorities	
Other School Identified Priorities	

Suggested Members	Person(s)	Specific Skills Sets Represented
Principals		
General Education Teaching Staff		
Remedial Programs (Title I, ELL) Staff		
Related Services Staff (School Psychologist, Speech and Language)		
Special Education Teaching Staff		
Parents		
Other		
Other		



**AN EFFECTIVE DISTRICT LEADERSHIP TEAM CAN REDUCE THE NEED FOR MUCH OF THIS PROCESS AT THE SCHOOL LEVEL**

Self Study			
Task	Outcome	Person Responsible	Timeline and Plan
Identify What Scientifically Based Assessments Are in Place At Each Tier by Assessment Purpose	Identify Assessment Tools and Training Needs at Each Tier at the <b>School</b> Level		
Identify What Scientifically Based Interventions Are in Place At Each Tier	Identify Intervention Tools and Training Needs at Each Tier at the <b>School</b> Level		
Identify Skill Set Deficits	Identify Training Needs at Each Tier at the <b>School</b> Level		

Commitment Building and Leadership			
Task	Outcome	Person Responsible	Timeline and Plan
Include RTI and PS <b>Implementation</b> in <b>School Improvement Plan</b>	Public Statements of Commitment		
Align the <b>Building Master Schedule</b> to Maximize Access to Tier 2 and Tier 3 Interventions	Efficient Access to Multi-Tier Services		
Identify Core Set of Readings and Staff Development Materials	Disseminate and/or Post on School Website or Server		
Create Professional Learning Communities with Targeted Content Related to RTI and Problem Solving	Increased Knowledge and Skill Development; Reduced Personal Concerns		
Present Overview of Multi-Tiered Early Intervening Services Model and District <b>and School</b> Commitment to Staff	Increased Awareness and Reduced Personal Concerns		

Present Overview of Multi-Tiered Early Intervening Services Model and District and School Commitment to Parents	Increased Awareness and Reduced Personal Concerns		
Identify a Process for Ensuring Tasks and Timelines are Met	Support for Implementation		
Identify a Process for Identifying Unexpected Within-the-School Barriers	Support for Implementation		

Training Needs			
Task	Outcome	Person Responsible	Timeline and Plan
What Scientifically Based Assessments Are in Place At Each Tier by Assessment Purpose			
Scientifically Based Assessments By Tier by Assessment Purpose			
Scientifically Based Interventions By Tier			
Ensuring Interventions are Implemented with Fidelity			
Reporting Results to Parents and Increasing Parental Involvement			
Other			

Resource Allocation			
Task	Outcome	Person Responsible	Timeline and Plan
Identify the Primary Model for Implementing Coordinated Early Intervening Services (Tier 2)	Build Coordinated versus Separate Remedial Programs		
Identify How Existing Staff Roles and Services Can Be Used to Provide Coordinated Early Intervening Services	Aligned with Interests of Many Disciplines (e.g., school psychologists,). Reduces Needs for Other Resources		
Identify a School Coach/Coordinator to Support Implementation	Increased Likelihood of Successful Implementation		
Align School Staff Development Plan to District Staff Development Plan	Year 1 Staff Development Plan		
Organize Targeted Skill Trainings in Mini-Training and On-Site Coaching and Demonstrations	Year 1 Skill Development and Coaching Plan		

Specific Responsibilities			
Task	Outcome	Person Responsible	Timeline and Plan
Review <b>School-Level</b> Academic and Behavior Outcomes to Ensure Tools, Training, and Supports are Producing Desired Results for <i>All</i> Students	Formative Evaluation to Identify Needs for More Effective Interventions, Training, and/or Support		
Establish and Maintain a Process for Ensuring Fidelity of Interventions			

**Self Study Tool Part A**  
**Teams and Teaming: Tier 2 Grade-Level Teams with Targeted Support**

**Brief Description:** The Grade-Level Team assumes the primary role for coordinating early intervening Tier 2 services for at risk students in addition to larger grade-level issues. Primary roles include using universal screening data to match intervention programs to individual student's needs and review progress of students receiving Tier 2 interventions. **Recommended meeting frequency in Year 1 is once per month.**

Priority Skill Sets	Person(s)
Scientifically Based Reading Interventions	
Effective Behavior Support at the Classroom, Group, and Individual Student Level	
Scientifically Based Language Interventions, Including English Language Learning and Vocabulary	
Using Universal Screening and Scientifically Based Progress Monitoring Data	
Leadership and Contingency Management	
Other School Identified Priorities	
Other School Identified Priorities	

Suggested Members	Person(s)	Specific Skills Sets Represented
General Education Grade-Level Teachers		
Representative of Grade-Level Remedial Program Providers (Title I, ELL)		
Targeted Personnel as Needed for Specific Tier 2 Students Not Progressing (e.g., School Psychologist, Speech and Language)		
Principal		
Other		
Other		

Training Needs			
Task	Outcome	Person Responsible	Timeline and Plan
How to Use Universal Screening Data to Match Intervention Tiers to Individual Student's Needs			
Scientifically Based Progress Monitoring, including Goal Setting			
Assessment for Intervention Planning			
Ensuring Interventions are Implemented with Fidelity			
Reporting Results to Parents and Increasing Parental Involvement			

Specific Responsibilities			
Task	Outcome	Person Responsible	Timeline and Plan
Review <b>Grade –Level</b> Academic and Behavior Outcomes to Ensure Tier 1 Curriculum and Instruction is Meeting Needs of <b>Most</b> Students			
Using Universal Screening Data to Match Intervention Tiers to Individual Student's Needs			
Deliver Tier 2 Interventions			
Meeting to Review Progress Monitoring Data for Students Who Receive Tier 2 Interventions			

**Self Study Tool Part A**  
**Teams and Teaming: Tier 3 Individual Problem-Solving and Special Education Decision-Making Teams**

Brief Description: The Problem-Solving Team assumes the primary role for coordinating and evaluating Tier 3 services for individual students with severe needs and, with carefully specified members, for making special education entitlement and annual review decisions. Primary roles include reviewing progress of students receiving Tier 3 interventions and completing individual student problem solving for those who are not benefiting from Tier 3 interventions. **Recommended meeting frequency in Year 1 is once per week and individually scheduled special education meetings.**

Priority Skill Sets	Person(s)
Using Scientifically Based Progress Monitoring Data	
Scientifically Based Reading Interventions	
Effective Behavior Support at the Individual Student Level	
Scientifically Based Language Interventions, Including English Language Learning and Vocabulary	
Functional Assessment for Academic and Behavior Interventions	
Leadership and Contingency Management	
Special Education Policies and Practices	
Other School Identified Priorities	

Suggested Members	Person(s)	Specific Skills Sets Represented
Principal		
Representatives General Teachers		
Representatives of Special Education Teachers		
Related Services Staff (e.g., School Psychologist, Speech and Language, School Counselor, Social Worker)		
Representative of Grade-Level Remedial Program Providers (Title I, ELL) Other		
Student's Parent(s) for Individual Problem-Solving or for Special Education Decision Making		
Other Identified School Staff		

Training Needs			
Task	Outcome	Person Responsible	Timeline and Plan
Scientifically Based Progress Monitoring, including Individualized Goal Setting			
Assessment for Intervention Planning			
Ensuring Interventions are Implemented with Fidelity			
Standard Problem-Solving Process for Students Not Benefiting from Tier 3 Intervention			
SLD Eligibility Determination Using RTI			
Reporting Results to Parents and Increasing Parental Involvement			

Specific Responsibilities			
Task	Outcome	Person Responsible	Timeline and Plan
Using Universal Screening Data For Tier 3 Candidates to Ensure "Reach" or Need for Expedited Special Education Identification Process			
Scientifically Based Progress Monitoring, including Individualized Goal Setting			
Establish and Maintain a Process for Ensuring Fidelity of Interventions			
Conducting Individual Problem-Solving Using a Standard Problem-Solving Process for Students Not Benefiting from Tier 3 Intervention (Including Those with IEPs)			

SLD Eligibility Determination Using RTI			
Scientifically Based Progress Monitoring for IEP Goals			
Deliver Special Education Interventions and Case Management Responsibilities			