

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

Part C: Scientifically Based Interventions at the Secondary Level

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Self Study Tool Part C
Scientifically Based Interventions Across 3 Tiers: Content Area Instruction and Reading

| | Tier 1 | | | Tier 2 | | | Tier 3 | | |
|--|--|--|---|--|--|---|---|---|---|
| Features: | Tools | Training | Support | Tools | Training | Support | Tools | Training | Support |
| What: Curriculum / Intervention Program(s) | Core Program with SIM <hr/> | Initial Intensive Training Date | Principal observations/ walk-throughs | Supporting Students in Content Area Instruction (SIM) | Are teachers trained in the program? | Mainstream Consultation Agreements | High Quality Intensive Reading | Are teachers trained in the program? | Principal observations/ walk-throughs |
| | Is it research based? Y N <hr/> | Refresher Training: | Instructional Planning Forms (IPF) Developed | Research based? Y N <hr/> | | Instructional Planning Forms (IPF) Developed | Research-based? Y N <hr/> | | Instructional Planning Forms (IPF) Developed |
| | Evidence <hr/> | Last Staff Development | IPF Used as Fidelity Checklist | Evidence: <hr/> | Last Staff Development | IPF Used as Fidelity Checklist | Evidence: <hr/> | Last Staff Development | IPF Used as Fidelity Checklist |
| Instructional Practices | School/Class Strategies to Increase Reading Volume | In-service / professional development on: _____ | Fidelity Checks Principal observations/ walk-throughs | Explicit Language Support Reading Volume | Last Staff Development | IPF Used as Fidelity Checklist | Explicit Language Support; Reading Volume | Last Staff Development | IPF Used as Fidelity Checklist |
| How? | | | | -Within GE Class | Mini-Lessons in Study Halls | | --Coordinated Programs | -Within GE Class | |
| Who provides the Intervention FTE? | | | Access to Coaching Coaches | | | Access to Coaching Coaches | | | Access to Coaching Coaches |
| | | | Who | | | Who | | | Who |
| | | | How Often | | | How Often | | | How Often |

**Self Study Tool Part C
Scientifically Based Interventions Across 3 Tiers: Mathematics**

| | Tier 1 | | | Tier 2 | | | Tier 3 | | |
|--|---------------------------------------|--|---|--|--|---|---------------------------------|---|---|
| Features: | Tools | Training | Support | Tools | Training | Support | Tools | Training | Support |
| What: Curriculum / Intervention Program(s) | Core Program with SIM <hr/> | Initial Intensive Training Date | Principal observations/ walk-throughs | Supporting Students in Content Area Instruction (SIM) | Are teachers trained in the program? | Mainstream Consultation Agreements | High Quality Intensive Math | Are teachers trained in the program? | Principal observations/ walk-throughs |
| | Is it research based? Y N <hr/> | Refresher Training: | Instructional Planning Forms (IPF) Developed | Research based? Y N <hr/> | | Instructional Planning Forms (IPF) Developed | Research-based? Y N <hr/> | | Instructional Planning Forms (IPF) Developed |
| | Evidence <hr/> | Last Staff Development | IPF Used as Fidelity Checklist | Evidence: <hr/> | Last Staff Development | IPF Used as Fidelity Checklist | Evidence: <hr/> | Last Staff Development | IPF Used as Fidelity Checklist |
| Instructional Practices | | In-service / professional development on: _____ | Fidelity Checks Principal observations/ walk-throughs | | Last Staff Development | IPF Used as Fidelity Checklist | | Last Staff Development | IPF Used as Fidelity Checklist |
| How? | | | | -Within GE Class | Mini-Lessons in Study Halls | | --Coordinated Programs | -Within GE Class | |
| Who provides the Intervention FTE? | | | Access to Coaching Coaches | | | Access to Coaching Coaches | | | Access to Coaching Coaches |
| | | | Who | | | Who | | | Who |
| | | | How Often | | | How Often | | | How Often |

**Self Study Tool Part C
Scientifically Based Interventions Across 3 Tiers: Written Expression**

| | Tier 1 | | | Tier 2 | | | Tier 3 | | |
|--|---------------------------|---|--|---|--------------------------------------|--|---|--------------------------------------|--|
| Features: | Tools | Training | Support | Tools | Training | Support | Tools | Training | Support |
| What: Curriculum / Intervention Program(s) | Core Program with SIM | Initial Intensive Training Date | Principal observations/ walk-throughs | Supporting Students in Content Area Instruction (SIM) | Are teachers trained in the program? | Mainstream Consultation Agreements | High Quality Intensive Written Expression | Are teachers trained in the program? | Principal observations/ walk-throughs |
| What: Curriculum / Intervention Program(s) | Core Program | Initial Intensive Training Date | Principal observations/ walk-throughs | Programs | Are teachers trained in the program? | Principal observations/ walk-throughs | Programs | Are teachers trained in the program? | Principal observations/ walk-throughs |
| | Is it research based? Y N | Refresher Training: | Instructional Planning Forms (IPF) Developed | Research based? Y N | | Instructional Planning Forms (IPF) Developed | Research-based? Y N | | Instructional Planning Forms (IPF) Developed |
| | Evidence | Last Staff Development | IPF Used as Fidelity Checklist | Evidence: | Last Staff Development | IPF Used as Fidelity Checklist | Evidence: | Last Staff Development | IPF Used as Fidelity Checklist |
| Instructional Practices | | In-service / professional development on: _____ | Fidelity Checks Principal observations/ walk-throughs | | Last Staff Development | IPF Used as Fidelity Checklist | | Last Staff Development | IPF Used as Fidelity Checklist |
| How? | | | | -Within GE Class | Mini-Lessons in Study Halls | | --Coordinated Programs | -Within GE Class | |
| Who provides the Intervention FTE? | | | Access to Coaching Coaches | | | Access to Coaching Coaches | | | Access to Coaching Coaches |
| | | | Who | | | Who | | | Who |
| | | | How Often | | | How Often | | | How Often |

**Self Study Tool Part C
Scientifically Based Interventions Across 3 Tiers: Behavior**

| | Tier 1 | | | Tier 2 | | | Tier 3 | | |
|--|--------------------------------------|---------------------------------|---------------------------------------|---------------------------|--------------------------------------|---------------------------------------|------------------------------|--------------------------------------|---------------------------------------|
| Features: | Tools | Training | Support | Tools | Training | Support | Tools | Training | Support |
| What: Behavior Intervention Program(s) | <u>Core School Wide Intervention</u> | Initial Intensive Training Date | Principal observations/ walk-throughs | Target Group Intervention | Are teachers trained in the program? | Principal observations/ walk-throughs | Individual Behavior Programs | Are teachers trained in the program? | Principal observations/ walk-throughs |
| | <u>Is it research based?Y N</u> | Refresher Training: | School Evaluation Tool (SET) | <u>Research based?Y N</u> | | Behavior Support Plan (BSP) Developed | <u>Research-based?Y N</u> | | Behavior Support Plan (BSP) Developed |
| | <u>Evidence</u> | Last Staff Development | IPF Used as Fidelity Checklist | <u>Evidence:</u> | Last Staff Development | BSP Used as Fidelity Checklist | <u>Evidence:</u> | Last Staff Development | BSP Used as Fidelity Checklist |
| What: Behavior Intervention Program(s) | <u>Class Intervention</u> | Initial Intensive Training Date | Principal observations/ walk-throughs | Class Intervention | Are teachers trained in the program? | Principal observations/ walk-throughs | Class Intervention | Are teachers trained in the program? | Principal observations/ walk-throughs |
| | <u>Is it research based?Y N</u> | Refresher Training: | School Evaluation Tool (SET) | <u>Research based?Y N</u> | | Behavior Support Plan (BSP) Developed | <u>Research-based?Y N</u> | | Behavior Support Plan (BSP) Developed |
| Who provides the Intervention FTE? | | | Access to Coaching Coaches | | | Access to Coaching Coaches | | | Access to Coaching Coaches |
| | | | Who | | | Who | | | Who |
| | | | How Often | | | How Often | | | How Often |

Self Study Tool Part C
Scientifically Based Interventions: Reading Tier 1

| Features: | Tools | Training | Support |
|--|--|---|---|
| What: Curriculum / Intervention Program(s) | Core Program | Initial Intensive Training Date | Principal Observations/Walk-throughs |
| | Is it research based?Y N | Refresher Training: | Instructional Planning Forms (IPF) Developed |
| | Evidence | Last Staff Development | IPF Used as Fidelity Checklist |
| Instructional Practices | School/Class Strategies to Increase Reading Volume | In-service / professional development on: _____ | Fidelity Checks Principal observations/ walk-throughs |
| How? | | | |
| Who provides the Intervention FTE? | | | Access to Coaching Coaches |
| | | | Who |
| | | | How Often |

**Self Study Tool Part C
Scientifically Based Interventions: Supporting Content Area Instruction**

| Features: | Tools | Training | Support |
|------------------------------------|---|--------------------------------------|--|
| What: SIM | Programs | Are teachers trained in the program? | Principal observations/ walk-throughs |
| | Research based?Y N | | Instructional Planning Forms (IPF) Developed |
| | Evidence: | Last Staff Development | IPF Used as Fidelity Checklist |
| Instructional Practices | Explicit Language Support Reading Volume | Last Staff Development | IPF Used as Fidelity Checklist |
| How? | | | |
| Who provides the Intervention FTE? | | | Access to Coaching: Coaches |
| | | | Who? |
| | | | How Often? |

