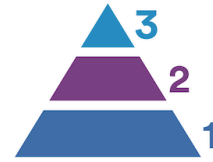




What is Child Study?

Child Study is a process designed to assist teachers in developing and tracking strategies to improve success of students. When a teacher is concerned about a student's academic progress or behavior, s/he may make a referral to the Child Study Team. The referral begins with a packet that the teacher fills out, detailing the specific concerns s/he is seeing. That packet is then forwarded to the Dean of Students. At that point, the teacher will set specific goals for the student and implement specific interventions to try to address those concerns. The teacher will track the progress of the student toward the goals. When the Child Study meeting is scheduled, the teacher will bring the Intervention Tracking Form to the meeting to share with the Child Study Team.



Tier 1 The Whole Class

- In the general education classroom, all students are taught using instruction methods that research has shown to be effective.
- The entire class is screened to identify students who are at risk of failing. Kids may work in small groups in the classroom as the teacher uses differentiated instruction to target different skill levels and learning styles.
- All students' progress is tracked using a validated measurement tool. The school will let you know if your child is struggling and will update you on his RTI progress.

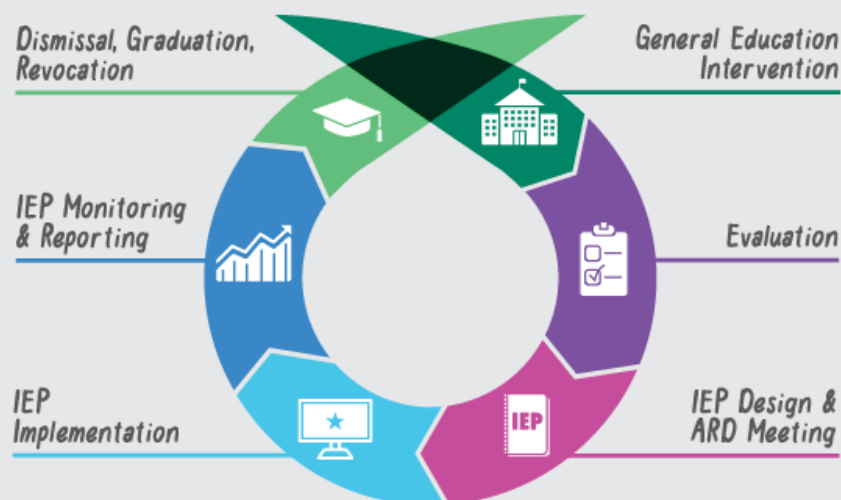
Tier 2 Small Group Interventions

- If your child isn't making adequate progress in Tier 1, he'll receive lessons in small groups two to three times a week, as well as the regular, classwide instruction.
- Skills assessments will be conducted weekly or every other week to monitor your child's progress.
- The school will keep you updated. They may ask you to work on certain skills with your child.

Tier 3 Intensive Interventions

- If your child isn't making adequate progress in Tier 2, he'll receive more intensive instruction in specific skills. You'll continue to receive progress updates.
- Tier 3 students usually spend part of the day in the general education classroom. Then they break off into small groups to receive targeted lessons while the rest of the class is in enrichment or elective activities.
- If your child isn't making adequate progress in Tier 3, he may be referred for an evaluation for special education services. In some schools, Tier 3 support is provided to a mix of special education and general education students.

TIER 3 SPECIAL EDUCATION PROCESS

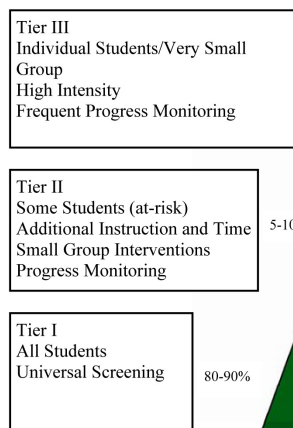


CHILD STUDY + RESPONSE TO INTERVENTION (RTI) PROCESS

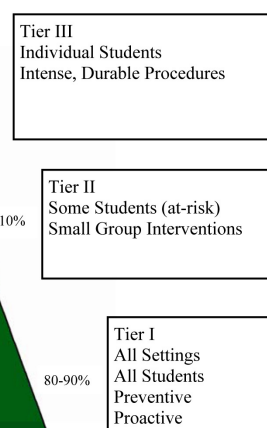
TEACHER	STUDENT	GRADE	TODAY'S DATE

- ☐ **STEP 1:** Fill out **Tier 1** Intervention Log Sheet.
- ☐ **STEP 2:** Meet with the appropriate educational professional(s) to determine **Tier 1** classroom interventions, baseline data, tracking method, and "progress review" meeting date.
 - Academic (Previous Teachers, Title 1 Teacher, Section 31a Teacher)
 - Behavior (Social Worker or Behavior Specialist), Sensory (Occupational Therapist), Language (Speech Pathologist)
 - How long do I implement **Tier 1** Interventions with fidelity? (30 school days)
- ☐ **STEP 3:** Meet a second time to review progress after of **Tier 1** classroom intervention implementation and data tracking to determine if **Tier 2** is necessary.
- ☐ **STEP 4:** If **Tier 2** is needed, proceed to the Child Study Referral Form. For academic concerns, the Title 1 interventionist (for K-3) or Section 31a interventionist (for 4th-8th) will add the student to his/her caseload and implement **Tier 2** interventions while monitoring progress. For behavior concerns, sensory concerns, or language concerns: the appropriate consultant will complete a classroom observation/screening to help formulate an action plan including suggestions for **Tier 2** interventions.
- ☐ **STEP 5:** Revisit student progress after 30 school days to determine next steps:
 - If student has improved and no longer qualifies for **Tier 2**, consultant will end services and add a summary to CA60.
 - If student still qualifies and is making progress, **Tier 2** consultant will continue services.
 - If student still qualifies and is not making progress, request a **Child Study Team (CST) meeting** and bring this completed **RTI Packet** for review. A **CST Action Plan** will be developed in order to determine the next steps. This may include an evaluation to determine if the student qualifies for **Tier 3** (Special Education) services.

Academic Systems



Behavioral Systems





STEP 1: TIER 1 INTERVENTION LOG SHEET

Please fill out this form **before** presenting at the Child Study meeting.

STUDENT	GRADE	DATE OF BIRTH	TODAY'S DATE
TEACHER	CONSULTANT 1 (IF NEEDED)	CONSULTANT 2 (IF NEEDED)	PARENT NOTIFIED
			YES OR NO
CA-60 ACADEMIC REVIEW		STUDENT DATA (ATTACH REPORTS)	
Are interventions documented in the file? Y or N Prior Title I or Section 31a? Y or N Repeated a grade? Y or N Attendance concerns? Y or N Number of schools attended: _____ Medical concerns? Y or N Is there an IEP? Y or N If yes, in what area?		NWEA MAP MATH DATA (K-8TH GRADE) ____ LOW (<21%ILE) ____ HIGH AVERAGE (61-80%ILE) ____ LOW AVERAGE (21-40%ILE) ____ HIGH (>80%ILE) ____ AVERAGE (41-60%ILE) NWEA MAP READING DATA (K-8TH GRADE) ____ LOW (<21%ILE) ____ HIGH AVERAGE (61-80%ILE) ____ LOW AVERAGE (21-40%ILE) ____ HIGH (>80%ILE) ____ AVERAGE (41-60%ILE) STANDARDIZED MATH ASSESSMENT (M-STEP/DELTA) PERFORMANCE RATING: _____ STANDARDIZED READING ASSESSMENT (M-STEP/EASY CBM) PERFORMANCE RATING: _____ FOUNTAS & PINNELL READING (GRADE EQUIVALENCY) FALL _____ WINTER _____ SPRING _____	
AREA(S) OF CONCERN			
ACADEMIC		BEHAVIOR (COMPLETE QUESTIONNAIRE ON PAGE 3)	
<input type="checkbox"/> ORAL EXPRESSION		<input type="checkbox"/> UNCOOPERATIVE/DEFIANT	
<input type="checkbox"/> LISTENING COMPREHENSION		<input type="checkbox"/> INATTENTIVE, EASILY DISTRACTED, OFF-TASK	
<input type="checkbox"/> WRITTEN EXPRESSION		<input type="checkbox"/> DOES NOT COMPLETE TASKS	
<input type="checkbox"/> WRITING		<input type="checkbox"/> SENSORY ISSUES	
<input type="checkbox"/> BASIC READING SKILLS		<input type="checkbox"/> IMPULSIVE	
<input type="checkbox"/> READING FLUENCY		<input type="checkbox"/> DISRESPECTFUL	
<input type="checkbox"/> READING COMPREHENSION		<input type="checkbox"/> PHYSICAL AGGRESSION	
<input type="checkbox"/> MATH CALCULATION		<input type="checkbox"/> FRIENDSHIP PROBLEMS	
<input type="checkbox"/> MATH PROBLEM SOLVING		<input type="checkbox"/> DISORGANIZED	
<input type="checkbox"/> OTHER:		<input type="checkbox"/> OTHER:	

GO ON TO STEP 2:

Determine **Tier 1** classroom interventions, baseline data, tracking method, and "progress review" meeting date.



STEP 2: TIER 1 INTERVENTION LOG SHEET

Please fill out this form **after** initial discussion/presentation at the Child Study meeting.

STUDENT	GRADE	TEACHER	TODAY'S DATE
AREA OF CONCERN #1		AREA OF CONCERN #2	
O MATH		O WRITING	
O READING		O BEHAVIOR	
BASELINE DATA (IF NEEDED, ATTACH/STAPLE TO PACKET)		BASELINE DATA (IF NEEDED, ATTACH/STAPLE TO PACKET)	
O SPIRAL FORMATIVE MATH LEVEL: O SPIRAL FORMATIVE MATH PERCENTAGE: O EASY CBM READING:			
INTERVENTION(S)		INTERVENTION(S)	
DATE BEGUN		DATE BEGUN	
FREQUENCY		FREQUENCY	
DATE ENDED		DATE ENDED	
SUMMARY OF DATA (30 DAYS)		SUMMARY OF DATA (30 DAYS)	
O SPIRAL FORMATIVE MATH LEVEL: O SPIRAL FORMATIVE MATH PERCENTAGE: O EASY CBM READING:			
SHOULD TIER 2 INTERVENTION BE CONSIDERED?		SHOULD TIER 2 INTERVENTION BE CONSIDERED?	
YES OR NO		YES OR NO	

☐ PROGRESS REVIEW MEETING TO DETERMINE IF TIER 2 IS NECESSARY (DATE: _____)

☐ SIGNATURES: _____



STEP 3: TIER 2 INTERVENTION REFERRAL

If considering Tier 2 Intervention, fill out this form **prior** to the Tier 2 referral meeting.

STUDENT	GRADE	TEACHER	MEETING DATE
REASON(S) FOR REFERRAL			
SUMMARY OF ACADEMIC DATA		SUMMARY OF BEHAVIOR DATA	
ADDITIONAL DETAILS FOR REFERRAL			
SUMMARY OF EXISTING INFORMATION			
DAYS ABSENT:	GRADES REPEATED:	NUMBER OF SCHOOLS ATTENDED:	
SUPPORT SERVICES PREVIOUSLY RECEIVED			
<input type="checkbox"/> TITLE 1	<input type="checkbox"/> SECTION 31A	<input type="checkbox"/> RESOURCE ROOM	<input type="checkbox"/> OT/PT
<input type="checkbox"/> SPEECH	<input type="checkbox"/> SOCIAL WORK	<input type="checkbox"/> OTHER:	
CURRENT MEDICAL CONDITIONS/MEDICATIONS (IF KNOWN)			

- ☐ **STEP 4: RECOMMENDED TIER 2 INTERVENTION SUPPORT (INCLUDE FREQUENCY/DURATION)**
- 1.
 - 2.
 - 3.
- ☐ **REVIST TIER 2 PROGRESS IN 30 DAYS TO DETERMINE NEXT STEPS (MEETING DATE: _____)**
- ☐ **SIGNATURES: _____**



STEP 5: CHILD STUDY ACTION PLAN (EXPLORE TIER 3 SERVICES)

Only fill out this form if the student still qualifies for **Tier 2** Intervention and is **not** making progress.

STUDENT	GRADE	DATE OF BIRTH	TODAY'S DATE
SUMMARY OF TIER 2 INTERVENTION (ATTACH DOCUMENTATION IF NEEDED)			
FINAL TEAM RECOMMENDATION(S)			
POSSIBLE NEXT STEPS			
TASK		PERSON RESPONSIBLE	
COMPLETE THE R.E.E.D.			
CASE MANAGER			
OTHER:			
OTHER:			
REQUIRED EVALUATION(S)			
<input type="checkbox"/> PSYCHOLOGICAL		<input type="checkbox"/> SPEECH/LANGUAGE	
<input type="checkbox"/> OCCUPATIONAL THERAPY		<input type="checkbox"/> SOCIAL WORKER	
<input type="checkbox"/> BEHAVIORAL		<input type="checkbox"/> OTHER:	
PARENT/GUARDIAN NOTIFIED OF RESULTS			
<input type="checkbox"/> WHEN:		<input type="checkbox"/> BY WHOM:	
SPECIAL ED COORDINATOR APPROVAL			
SIGNATURE:		DATE:	



RTI SPEECH & LANGUAGE SERVICES

Helps students with the following needs:

1. Articulation - difficulty with speech intelligibility, errors in production of speech sounds, phonological processes
2. Expressive language - helping when there are difficulties with verbal or written expression
3. Receptive language - difficulty in understanding language, following directions (understanding concepts)
4. Pragmatic or social language - use of language in social contexts
5. Speech fluency - stuttering

TIER 1

What Tier 1 Speech/Language services entails:

Consult basis where student is provided with at home speech practice for improving communication skills.

Teacher responsibilities for Tier 1 Speech/Language services:

Check in with SLP and student as needed to make sure practice is being sent home, completed, and/or communicating between student/parent/SLP when necessary.

Speech/Language consultant responsibilities for Tier 1:

Consulting with family and student and providing home program for student and family.

TIER 2

What Tier 2 Speech/Language services entails:

(RTI instruction) A short period of time set to remediate speech sound errors (typically an 8 week program with specific goals set in a short time frame).

Teacher responsibilities for Tier 2 Speech/Language services:

Recommended for teachers to follow up with students that they are practicing at home and liaison between parents and SLP as needed.

Speech/Language consultant responsibilities for Tier 2:

Provide RTI instruction for student and completing paperwork at beginning for parent consent, progress reporting, and evaluation as needed to determine whether a student should continue to receive services or graduate from RTI services.

TIER 3

What Tier 3 Speech/Language services entails:

Direct speech and language services with an IEP for student. Specific goals and direct service for each student that qualifies for special education services. Direct therapy targeting any of the above areas keeping track of services provided, progress reporting, and annual IEPs.

Teacher responsibilities for Tier 3 Speech/Language services:

Communicate concerns or questions with SLP. Attend and give input for IEP team meetings.

Speech/Language consultant responsibilities for Tier 3:

Direct speech therapy providing services in compliance with the student's IEP.



RtI OCCUPATIONAL THERAPY SERVICES

Helps students with the following needs:

1. Fine motor skills including handwriting concerns
2. Sensory integration as it effects interacting with classroom curriculum
3. ADLs - including tying shoes, donning/doffing clothing or outside clothing, washing hands/toileting sequencing
4. Transitioning between activities or areas
5. Executive Functioning skills - including organization, getting started on tasks, working memory, etc

TIER 1

What Tier 1 OT services entails:

Providing education and training for teachers or staff, assisting in universal screenings for instructional purposes

Teacher responsibilities for Tier 1 OT services:

Talk with OT regarding classroom concerns or needs

OT consultant responsibilities for Tier 1:

Assist in grade-level probes (screening, testing) - including administering educational and/or behavioral in individual classrooms or for a grade level, provide suggestions for research-based curriculum that supports diverse learning needs applicable to students, providing professional development for teachers/staff, assisting with environmental design for classroom to reduce or enhance sensory input (as needed) or ergonomic strategies, serve on curriculum committee or new playground committee to assist with understanding of universal design principles and child development.

TIER 2

What Tier 2 OT services entails:

OT reviewing data collected by general education staff, providing suggestions for general education staff, and episodic problem solving for the purpose of assisting general education staff.

Teacher responsibilities for Tier 2 OT services:

Talk with OT regarding classroom concerns or needs, talk with OT regarding specific student need, attempt suggestions as appropriate.

OT consultant responsibilities for Tier 2:

Training in task analysis for instructional activities, suggesting alternative or adapted materials or strategies to promote participation and performance for struggling learners, suggestions for full class use - including assistive technology or research-based handwriting curriculum, exploring environmental triggers to behaviors in daily routines, modeling differentiated instructional approaches in small groups or classroom activities.

TIER 3

What Tier 3 OT services entails:

Reviewing data collected by general education staff, assisting team in determining if the child is suspected of having a disability, if a referral for full and individualized evaluation is made - OT will evaluate as requested.

Teacher responsibilities for Tier 3 OT services:

Referral for special education as appropriate, continue OT strategies in the classroom, report to OT any progress or continued needs.

OT consultant responsibilities for Tier 3:

Offer additional visual-motor strategies to support intensive instructional intervention, individualized suggestions based on evidence-based strategies (including instructional strategies), complete OT evaluation as necessary per REED.



RTI SOCIAL WORK SERVICES

Helps students with the following needs:

Work with students through IEP process which service a variety of needs based on situation/goal such as social skills, anxiety, work completion. Work with teachers to support students. To help with short term crisis such as death in family, parent/child request, divorce) situation that does not involve long term counseling. Help family make connections with different agencies if necessary. This may include general education students. Crisis situations, risk assessments for situations that involve weapons and/or suicide concerns. Grief counseling as part of crisis team which can involve individuals/group depending on situation. Staff/parent request for ADHD observation, rating scale (can't diagnose but provide parents with information for physician). Identify needs that interfere with learning and work as well as behavior with general education and special education students through observations, assessments, working with students and staff to develop and implement behavior management plans, provide direct and indirect services to help students. Help determine whether child qualifies for special education services.

TIER 1

What Tier 1 SW services entails:

Help review, clarify, and define the problem which can include an observation to help decide what one or two areas needs to be targeted. Do observation, provide data sheets, other forms to record interventions so teachers can keep track of interventions they have implemented.

Teacher responsibilities for Tier 1 SW services:

Teacher identifies the problem(s), reviews cum, start interventions to address student needs that are not responding to standard teaching. Connect with parents to let them know their concerns and that a process is being started to help their child. Get parents' input. Once problem is defined teacher would start to gather data, typically for 30 days.

TIER 2

What Tier 2 SW services entails:

Provide suggestions and complete assigned task determined by Child Study. Work with staff to support and assist with recommendations of plan. Complete observations, work with staff with tools such as Motivation Assessment Scale, data collection, ABC forms to collect data and provide data driven to obtain function of behavior. Complete Functional Behavior Assessments (FBA) and Behavior Plan (if necessary).

Teacher responsibilities for Tier 2 SW services:

Provide information and summary of interventions tried, with results of data collected during Child Study. Complete check lists to track effectiveness of interventions to help support staff determine function of behavior. Work with support staff. Call or meet with parents to discuss Child Study recommendations. Support staff could assist with this based on teacher recommendation. Tier 2 could involve more than one meeting.

TIER 3

If a student is not responding to interventions put in place and outcomes are still unsatisfactory, it may be necessary to make a referral to determine if further interventions are needed or that a special education evaluation needs to be considered.

What Tier 3 SW services entails:

Continue to work with staff/student. Complete evaluation to determine if student qualifies for special education which typically includes working with staff, parents, and student.