

**NAVARRO
INDEPENDENT SCHOOL DISTRICT**

**Response to Intervention
District Manual**



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Response to Intervention Overview and Processes

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Introduction

RTI is a problem-solving process that enhances the learning of all children by using consultation and support among all educators. It combines the unique talents of all general educators and specialists. With RTI, high- quality instruction is matched to student needs by using frequent data collection to guide all decisions regarding student progress.

According to the National Center on Response to Intervention, there are four essential components of RtI:

- A school-wide, multi-level instructional and behavioral system for preventing school failure
- Screening
- Progress Monitoring
- Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law)



Multi-level prevention system includes three levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

At all levels, attention should be on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

National Center on Response to Intervention. (2010). *Essential Components of RtI – A Closer Look at Response to Intervention*.

***Fidelity: the implementation occurs when teachers use the instructional strategies and deliver the content of the curricula in the same way that they were designed to be used and delivered.**

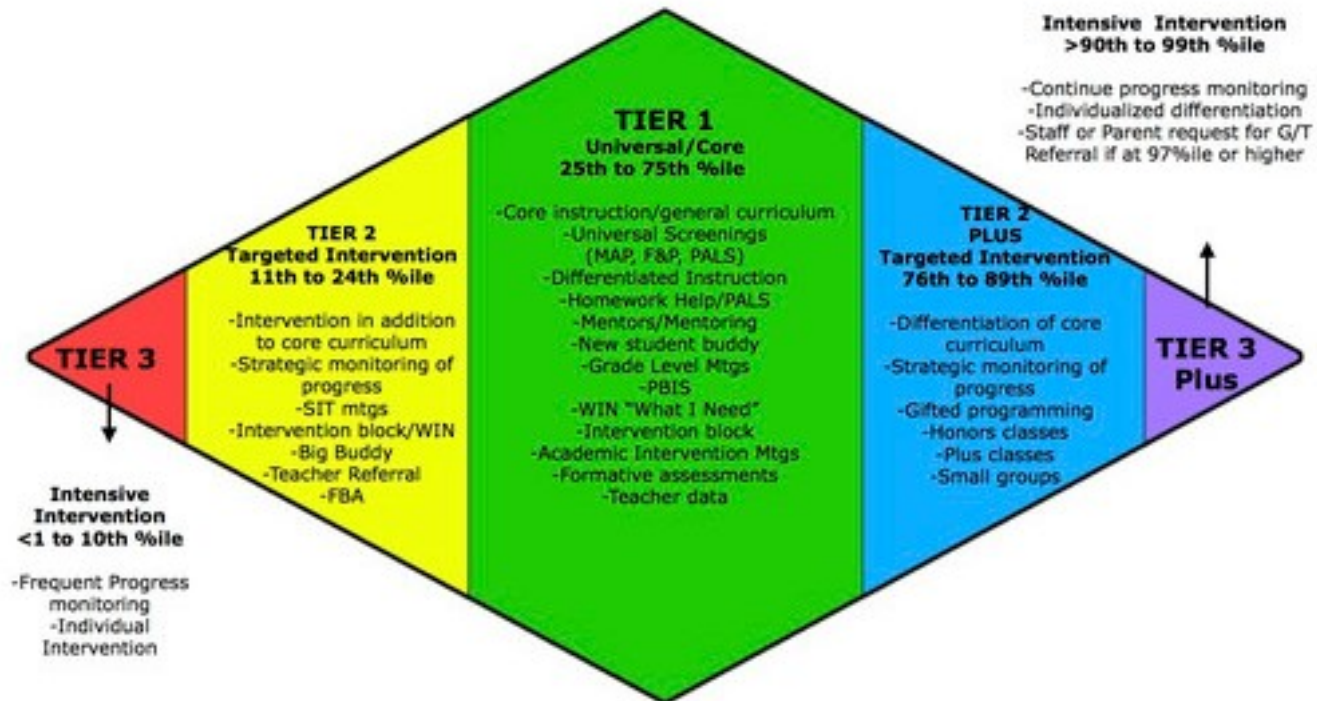
Diamond Shaped RtI Model

At NISD, we have adapted a diamond shaped model to better represent our student population. This diamond shape allows not only the students who need remediation to receive intervention, but also it allows advanced students to receive accelerated or advanced supplemental instruction to meet their needs.

It is always difficult when a child struggles to be successful in the school setting. Children may experience difficulties in one or more aspects of school, including academics, behavior, or speech/language.

RtI is not a component of special education. If attempts to help a student through RtI are unsuccessful, evaluating for special education may be appropriate. The goal of RtI is to, however; is to ensure all students receive the best possible opportunities in general education before that step is taken. Federal and state laws require that schools exhaust all appropriate interventions before looking toward placement in special education.

If a referral for evaluation for special education becomes necessary, the data from RtI becomes part of the information used to determine eligibility.



The Role of the Student Support Team (SST) in the RtI Process

SST Campus Team:

Designated RST Leader(s)
Reading/Math Specialist (Elem/Inter)
Campus Administrator
Counselor

The SST roles:

1. Facilitate the campus RtI process
2. Support the campus RtI process
3. Oversee schedule of meetings and completion of required paperwork
4. Administrator ensures frequency and fidelity of interventions before tier movement and referral
5. Provide support, training and updates to staff.
6. Keep campus administration informed
7. Invite Speech/Behavior (if concerned) to Tier II/III meetings
8. Invite Dyslexia Therapist for students identified with Dyslexia
9. The RST determines placements based on student data

Classroom Teacher roles:

1. Ensure that Tier I (general, differentiated instruction) is taught with **fidelity**. Activities should be **differentiated** based on student need for accommodation and/or enrichment in the classroom. Use flexible grouping and other strategies to attempt to meet the needs of different learners.
2. Complete universal screeners with all students.
3. Attend RtI meeting with completed forms and supporting data
4. After determining a student will begin Tier II/III:
 - a. Send home parent notification letter
 - b. Ensure intervention is done with fidelity over the 8-12 data points (minimum of 4 weeks). The teacher is the primary case manager for their student.
 - c. Log progress monitoring and intervention data in RtI Tracking folder with fidelity
 - d. Keep all data in RtI Intervention folder
5. Attend data review meetings after 8-12 data points (minimum of 4 weeks)*
 - a. Bring current progress monitoring and intervention data in RtI Tracking folder
 - b. Notify parents if there are any changes to the intervention plan
 - c. Continue intervention as recommended by RST

**Dependent on the intervention recommended.*

Rtl Meeting Guidelines

General Meeting Tips:

- Don't meet without appropriate team members
- Have your data ready for the meeting
- Celebrate successes
- Stay focused on the data (multiple sources)

Meetings Conducted after Universal Screenings at Beginning, Middle, and End of Year

Purpose: to determine which students are in need of intervention, select appropriate interventions (using standard protocol), schedule intervention groups, and schedule progress monitoring.

1. Assemble the team
2. Review all sources of data
3. Use standard protocol to identify appropriate intervention
4. Begin utilizing the tracking sheet to document plan of action.
5. Determine which staff member will provide the intervention and schedule the intervention time.
6. Determine what will be used to monitor progress, who will be responsible, how often it will be used, and schedule
7. Set a date to review progress
8. Teacher will inform the parent of the team's decision via parent letter

Tier 2 and Tier 3 meetings—conducted every 6 weeks

Purpose: To review progress monitoring for students and to make decisions about continued intervention.

1. Assemble the team
2. Set a date to review progress for students in Tier 2 and Tier 3
3. Update tracking sheet as appropriate
4. Teacher will inform the parent of the team's decision via parent letter

Tier 3 Meeting—Conducted after 2 Tier TWO interventions have been unsuccessful

Purpose: To develop an individual plan for intervention and progress monitoring.

1. Assemble the team
2. Review data and develop a Tier 3 plan for intervention
3. Update tracking sheet as appropriate
4. Determine which staff member will provide the intervention and schedule the intervention time.
5. Determine what will be used to monitor progress, who will be responsible, how often it will be used, and schedule
6. Set a date to review progress for the student in Tier 3
7. Teacher will inform the parent of the team's decision via parent letter

Tier 3 Follow-Up—Conducted after Tier 3

Purpose: To determine if progress is being made and whether to continue the intervention or make a referral for special education testing.

1. Assemble the team
2. Review progress monitoring data to determine whether to continue interventions or to request special education testing
3. Update tracking sheet as appropriate
4. Teacher will inform the parent of the team's decision via parent letter

Rti Flowchart

Teacher completes universal screeners for all students.

- Utilize data to identify students in need of tiered intervention.
- Teacher identifies difficulty and provides appropriate Tier 1 intervention.
- **If the area of need is speech, consult the "RTI Speech/Behavior Process" flowchart.**

Are tier 1 interventions successful?

Yes

Continue core instruction

No

If a parent request for Special Education or 504 evaluation is received, refer to the "Parent Referral to Special Education" or "504 Referral" flowchart

- Rti meets to develop a Tier 2 plan
- Teacher fills out Rti Student Information Form
- Send home Parent Information forms and parent letter
- Implement academic plan for 8-12 weeks and behavior plan for 3-4 weeks
- Document plan on Tracking Sheet
- Complete and review progress monitoring according to recommended frequency.
- After 4 weeks determine need to change or continue
- Complete vision/hearing screening |
*interventions based on progress.

Yes

Continue Tier 2 Interventions

Improvement noted after 8-12 weeks on academic Tier 2 plan or on behavior plan?

No

Improvement noted after 8-12 weeks on academic Tier 3 plan or 4-5 weeks on behavior plan?

Yes

Continue Tier 3 interventions or move student to Tier 2 if data shows significant improvements.

No

- Create a new Tier 3 plan **or**
- Continue Tier 3 services while preparing referral for evaluation.
- Complete Rti Review and Summary document
- Verify items on Student Success Folder Checklist are current and included in folder prior to Rti meeting to consider Special Education referral.
- Refer to Live binder for referral process and SPED forms.

- Rti meeting
- Rti meets to develop a Tier 3 plan
- Update Rti tracking Sheet
- Complete Rti Tier III Classroom Observation Record
- Complete Teacher Information Sheet
- **If Tier 2 interventions in the areas of phonemic awareness, alphabetic decoding, and letter knowledge are unsuccessful, consult "Request for Dyslexia Evaluation – Process and Procedures" in livebinder.**
- Implement academic plan for 8-12 weeks or behavior plan.

*all forms in livebinder

Academic Rtl

Academic Response to Intervention (RtI) – At A Glance

	Tier 1—Core Instruction	Tier 2—Targeted Intervention	Tier 3—Intensive Intervention
Focus	All students	Students not progressing in Tier 1	Students not progressing after two different Tier 2 interventions
Instruction	High quality instruction with support and strategies to support struggling learners	Supplemental instruction using research based strategies and interventions in small group.	Intensive support for specific skill deficits
Grouping	Per lesson design plan	6-10 students	1-3 students
Time	Varies depending upon content area and grade level	2-4 days per week (20 min) 8-12 data points	4-5 days per week (20-30 min.) 8-12 data points
Assessment	Examples: NWEA MAP BOY, MOY, EOY, Class grades, Common/ Unit Assessments, Discipline Referrals, Attendance Reports, STAAR scores, Reading Inventories, Formative Assessments	In addition to Tier 1 assessments, progress monitoring a minimum of every 2 weeks	In addition to Tier 1 assessments, progress monitoring a minimum of every week
Interventionist	Classroom teacher	Classroom teacher or tiered level teacher	Classroom teacher, tiered level teacher or/and Interventionist
Analysis	<ul style="list-style-type: none"> Review students work to identify trends Compare student data to national, state, or local norms Report Cards 	<ul style="list-style-type: none"> Review the data points to determine progress Determine whether to change or intensify the intervention 	<ul style="list-style-type: none"> Review data points Determine whether to change the intervention or request special education evaluation
Parental Notification	None	Parent Notification Letter	Parent Notification Letter
Questions	<ul style="list-style-type: none"> Is there a gap between the student and grade level peers? Should the Tier 1 accommodations be changed in any way? Place in Tier 2 / 2+? 	<ul style="list-style-type: none"> Is there enough data to provide accurate information? Is the gap closing? Provide another intervention in Tier 2? Place in Tier 3 after 2 different cycles of Tier 2 intervention? Place in Tier 1? 	<ul style="list-style-type: none"> Is the gap closing? Should the Tier 3 interventions be changed? Place in Tier 2?

Rtl Forms

Tier ___ Intervention Documentation

Student:			Year:		Grade:	
ID #:	Campus:		Teacher:			
Special Programs:	504	Special Education	Speech	ESL	Retained:	Yes No Grade Retained:
	Gifted & Talented					

Intervention Focus:

ELAR/Writing		MATH		BEHAVIOR	SPEECH
<ul style="list-style-type: none"> • Comprehension • Vocabulary • Fluency • Letter • Knowledge • Handwriting • Sight Words • Inference • Summarizing 	<ul style="list-style-type: none"> • Listening • Phonemic Awareness • Written Expression • Writing Mechanics • Print Awareness • Main Idea • Other: _____ 	<ul style="list-style-type: none"> • Probability • Algebra • Geometry • Measurement • Connection • Statistics • Vocabulary 	<ul style="list-style-type: none"> • Number Sense and Operations (facts) • Problem Solving • Reasoning and Proof • Presentation • Other: _____ 	Describe:	Describe:

[illegible]

Name: _____

**see page 21 in RTI Manual*

Progress Monitoring Intervention 1: _____

Progress Monitor Data												

↑ Denote with "x" class average baseline
Date
Tier 2: Update Bi-weekly; Tier 3: Update Weekly

Dates Student Attended Intervention:

Week of	M	T	W	TH	F	Week of	M	T	W	TH	F

Name: _____ School Year: _____ Grade: _____

Section 1: Strategies and best practices currently in place for ALL tiers: Check all that apply for this student.

Below are research-based best practice teaching strategies for all students. Teachers provide high quality core instruction that can be differentiated to meet the varying ability levels of students. Some students need accommodations to help them access and benefit from core instruction. Accommodations are alterations in the way material is presented to a student to accommodate learning styles or needs and do not substantially change what the student is expected to learn. Below are examples of instructional strategies that could be implemented as part of core instruction.

Academic Best Practices

- Highlight key words/directions
- Adult/peer tutor
- Oral directions
- Books on tape
- Allow for oral reports rather than written (or opposite)
- Note taking assistance
- Assistive devices for writing (pencil grips, grid paper, slant board, computer)
- Preferential seating
- Reduce paper/ pencil tasks
- Copies of notes or presentations
- Extra time for long reading or writing assignments
- Provide examples
- Transcribing
- Provide word bank
- Reduce print on page
- Use alternate test format
- Provide study guide
- Reorganize tests to go from easy to more challenging
- Limit multiple choices options
- Test in small group or individually
- Break tests/assignments into smaller parts
- Circle or highlight math computation signs
- Calculator
- Color Overlay
- Place marker
- Extra time
- Check for understanding
- Review vocabulary prior to reading
- Reduce copying tasks
- Allow student to read orally
- Use graphic organizers
- More frequent progress monitoring
- Highlight directions
- Peer helper
- Divide assignments into smaller parts
- Provide opportunities for down time

- Provide outlines or fill-in-the-blank notes

- Take breaks during assessments or long assignments
- Provide a quiet zone
- Compacting Curriculum
- Tiered Activities
- Learning contracts
- Problem Based Learning
- Choice Boards/Menu

Behavior

- Redirect
- Structured recess or lunch
- Support the development of friendships
- Give positive feedback
- Consistent and predictable daily schedule
- Allow for the use of stress relievers (stress toys, etc.)
- Allow student to move around
- Post rules and consequences
- Praise
- Self-monitoring system
- More frequent progress reports
- Use a timer
- Use a checklist
- Set clear time expectation

Speech

Expressive Language

- Model sentences and have the student imitate when he/she needs to communicate
- Take what the student says and expand upon it
- Use visual stimulus, like a picture from a magazine, to get students talking about the main idea, as well as details
- Use word webs, story organizers, and vocabulary classification to build word knowledge
- Use the reminders who, what, where, when, why or how to recall details
- Provide pictures, objects, and the new vocabulary word simultaneously
- Provide different types of cues to help the student's recall:
- Give the child the first consonant sound of the word
- Carrier phrases "You measure things with a _____."
- Provide attributes: "It's yellow. It has a lot of windows and seats. It is a type of transportation. It is a _____."
- Provide the opposite: "Not rough but _____."
- Phonemic combined with semantic cue: "It lives in the ocean, it has eight legs called tentacles. It is an "ah"....."

Receptive Language

- Get the student's attention before giving directions
- Keep directions short, simple, and concrete
- Have the student repeat directions back to you to check comprehension
- Pair verbal information with pictures, visual schedules, gestures, visual examples, and written directions
- Teach the student how to ask for additional information (Who? What? Where? When? Why?)
- Pause after questions and provide "wait time" for the student to process and answer the question
- If unable to answer higher level "wh" questions ("Why do we brush our teeth?") decrease the complexity of the question ("What do we do with a toothbrush?") or decrease complexity again by using a cloze format ("We brush our teeth to keep them ____.")
- Help the student by providing clues to the

desired answer ("I asked a 'who' question, so I want the name of a person.")

Articulation

- Provide an appropriate model and emphasize correct pronunciation of target sound(s). Student: "I have wed shoes"; Teacher: "I like those red shoes."
- Visual Cues/Modeling: When producing a word with the target sound(s), exaggerate the correct sound production and emphasize the correct placement with hand signals. Signals can include: simple pointing, sign language, etc.
- Auditory Bombardment: Discuss with class words that start with target sound. Point this sound out during lessons when not directly discussing the target sound.
- Provide Listening Opportunity: Have the students go around the table and say the same thing – one at a time. This will cue the student to monitoring his/her speech as well as others.
- Ask the student to speak clearly: Be specific. Rather than saying "slow down", say "I'm having trouble listening when you talk fast. Would you talk a bit slower?"

Section 2: Academic Records

Previous Intervention Data (as applicable)

MAP Assessments

Dates of assessment:

Reading

Math

BOY (Beginning of Year):

MOY (Middle of Year):

EOY (End of Year):

Attach Other Testing (as applicable)

- Previous and Current Report Card
- STAAR Results
- STAR Renaissance
- Speech Data (if applicable)
- Behavior Data (if applicable)
- Dyslexia Data (if applicable)
- Reading Instrument
- TELPAS
- Eduphoria Test History
- Other Progress Monitoring Data

Section 3: Behavior Records

Has the student been referred to the office for disciplinary action during this school year? Describe the offense(s), and attach discipline referral records and documents.



**Navarro Independent School District
Notice of Interventions**

SAMPLE

Date: _____

Dear _____,

During this school year, your child has been provided with high-quality instruction in the general education classroom. Additionally, your child has received the following instructional supports this school year:

_____.

Based on your child's needs, she or he will be receiving additional support in _____ through the Response to Intervention (RtI) process, which provides targeted interventions in your child's areas of need. It is anticipated that the following specific interventions will benefit your child:

_____.

The duration of the interventions will be _____.

The time frame in which you will receive a report on your child's progress and the intervention strategies used with your child will be _____.

If you need more specific information or would like to contact me regarding the RtI program, please contact me at

_____.

Sincerely,

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Becky Newton

Phone Number: 830-372-1930

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Becky Newton

Phone Number: 830-372-1930

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)



Navarro Independent School District
Notificación de intervenciones

SAMPLE

Fecha: _____

Estimado/a _____:

Durante el año escolar, se le ha brindado a su hijo/a enseñanza de alta calidad en el salón de clases de educación general. Además, durante este año escolar, su hijo/a ha recibido el siguiente apoyo educativo:

_____.

En función de las necesidades de su hijo/a, él/ella recibirá apoyo adicional en

_____ mediante el proceso de Respuesta a la Intervención (RtI, por sus siglas en inglés), que brinda intervenciones dirigidas a atender las áreas de necesidad de su hijo/a. Se espera que las siguientes intervenciones específicas beneficien a su hijo/a:

_____.

La duración de las intervenciones será de _____.

El marco temporal en el que usted recibirá un informe del progreso de su hijo/a y de las estrategias de intervención utilizadas con su hijo/a será _____.

Si necesita información más específica o si tiene preguntas en relación con el programa RtI, , comuníquese conmigo al _____.

Atentamente,

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto:

Número de teléfono:

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto:

Número de teléfono:

Información adicional:

Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.

- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)
- [Texas Project First](#)

Universal Screener Protocols

MAP testing windows are designed to provide the most reliable data concerning student growth and Read for Instruction (RIT) scores. The beginning of the year (BOY) testing window may not be started prior to the 2nd week of school. The middle of the year (MOY) testing window may not be started prior to the 20th week of school. The end of the year (EOY) testing window may not be started prior to the 32 week of school. The testing windows are spread out to ensure valid comparison from testing terms to testing term as well as from year to year.

GRADE LEVEL/SUBJECT AREA ADMINISTRATIONS

MAP Growth assessments will be provided for all students in grades K-8 in Math and Reading. The MAP Language 2-12 assessment is available for all students in grades 2-12 as needed. MAP Science will be provided for all students in grades 5 and 8. MAP Growth assessments are also available in Spanish.

ASSESSMENT and SESSION PROTOCOLS

Grade Levels	Universal Screener (BOY, MOY, EOY)	Testing Sessions
Kindergarten	<ul style="list-style-type: none"> • MAP Growth K-2 Math – English and Spanish • MAP Growth K-2 Reading – English and Spanish • MAP Fluency K-3 – English and Spanish • MAP Fluency PreK-3 Progress Monitoring 	<ul style="list-style-type: none"> • Teacher led demo of testing environment prior to each session • Small Groups of 4 or more • Scratch Paper (Math) • Untimed, but in 20-minute increments
1 st Grade	<ul style="list-style-type: none"> • MAP Growth K-2 Math– English and Spanish • MAP Growth K-2 Reading– English and Spanish • MAP Fluency K-3– English and Spanish • MAP Fluency PreK-3 Progress Monitoring 	<ul style="list-style-type: none"> • Teacher led demo of testing environment prior to each session • Small Groups of 4 or more • Scratch Paper (Math) • Untimed, but in 20-minute increments
2 nd Grade	<ul style="list-style-type: none"> • MAP Growth K-2 Math– English and Spanish • MAP Growth K-2 Reading– English and Spanish • MAP Fluency K-3– English and Spanish • MAP Fluency PreK-3 Progress Monitoring • MAP Growth Language 2-12 (optional) 	<ul style="list-style-type: none"> • Teacher led demo of testing environment prior to each session • Small Groups of 4 or more • Scratch Paper (Math) • Untimed, but in 35-minute increments
3 rd Grade	<ul style="list-style-type: none"> • MAP Growth 2-5 Math– English and Spanish • MAP Growth 2-5 Reading– English and Spanish • MAP Fluency K-3– English and Spanish • MAP Fluency PreK-3 Progress Monitoring 	<ul style="list-style-type: none"> • Teacher led explanation of instructions and expectations for assessment. • Scratch Paper (Math) • Untimed, but in 45-minute increments

	<ul style="list-style-type: none"> • MAP Growth Language 2-12 (optional) 	
4 th Grade	<ul style="list-style-type: none"> • MAP Growth 2-5 Math– English and Spanish • MAP Growth 2-5 Reading– English and Spanish • MAP Fluency Benchmark Testing for At-Risk • MAP Growth Language 2-12 (optional) • MAP Growth Science 2-5 (optional) 	<ul style="list-style-type: none"> • Scratch Paper (Math) • Untimed, but in 45-50 minute increments
5 th Grade	<ul style="list-style-type: none"> • MAP Growth 2-5 Math– English and Spanish • MAP Growth 2-5 Reading– English and Spanish • MAP Fluency Benchmark Testing for At-Risk • MAP Growth Science 2-5 • MAP Growth Language 2-12 (optional) 	<ul style="list-style-type: none"> • Scratch Paper (Math) • Untimed, but in 45-50 minute increments
6 th – 8 th Grades	<ul style="list-style-type: none"> • MAP Growth 6+ Math– English and Spanish • MAP Growth 6+ Reading– English and Spanish • MAP Growth Science 6+ (optional for 6th – 7th Grades) • MAP Growth Language 2-12 (optional) 	<ul style="list-style-type: none"> • Scratch Paper (Math) • Untimed, but in 50-55 minute increments
9 th – 12 th Grades	<ul style="list-style-type: none"> • MAP Growth Algebra I– English and Spanish • MAP Growth 6+ Reading – English and Spanish • MAP Growth Geometry (optional) • MAP Growth Algebra II (optional) 	<ul style="list-style-type: none"> • Scratch Paper (Math) • Untimed, but in 50-55 minute increments

ALLOWABLE ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH IEP/504 PLAN

MAP Growth Math	MAP Growth Reading
Question and Answer Choices <ul style="list-style-type: none"> • Oral administration: test questions • Visual magnification devices or software • Auditory amplification devices 	Question and Answer Choices <ul style="list-style-type: none"> • No Oral administration • Visual magnification devices or software • Auditory amplification devices
Timing/Scheduling/Setting <ul style="list-style-type: none"> • Extended time allotted by proctor (MAP is untimed) • Frequent breaks • Multiple sessions within a day • Multiple session across days (within screening window) • Time of day when most beneficial to student 	Timing/Scheduling/Setting <ul style="list-style-type: none"> • Extended time allotted by proctor (MAP is untimed) • Frequent breaks • Multiple sessions within a day • Multiple session across days (within screening window) • Time of day when most beneficial to student

<ul style="list-style-type: none"> • Separate setting (individual or small group) • Minimize distractions 	<ul style="list-style-type: none"> • Separate setting (individual or small group) • Minimize distractions
Directions <ul style="list-style-type: none"> • Read aloud • Simplify or clarify • Auditory amplification devices 	Directions <ul style="list-style-type: none"> • Read aloud • Simplify or clarify • Auditory amplification devices
References and Tools <ul style="list-style-type: none"> • Comparable calculator when one is provided on the screener question • Scratch Paper • Masks to block portions of the scree • Color Contrast • On-Screen Highlighter 	References and Tools <ul style="list-style-type: none"> • Scratch Paper • Masks to block portions of the scree • Color Contrast • On-Screen Highlighter

ALLOWABLE ACCOMMODATIONS AND MODIFICATIONS FOR ELS

MAP Growth Math and Reading

- ELs may be provided with the Spanish version of the assessment when applicable
- Directions may be read aloud, repeated or simplified and/or clarified
- Directions may be translated by a qualified speaker of the students' native language at the beginning of the assessment.
- No part of the actual assessment will be read aloud or translated for the EL unless they are taking the NWEA Map Growth Math or Reading Spanish.
- In the case of an EL with a disability, the appropriate accommodations will be allowable per IEP or 504 Plan.

Tier 2 Intervention Menu

These interventions are to be considered as part of the differentiated instruction based on individual needs of the student and not as a universal screener for the entire class. Students receiving these interventions should be closely monitored for progress and interventions should be documented. Each intervention should be conducted for a minimum of 6-12 weeks and evaluated at the conclusion of each cycle.

Intervention/Description	Intervention indicators	Implementation/Frequency /Monitoring
I-Station	Imagination Station, or I-station, is interactive computer software designed to help improve the basic reading skills of individuals in need of assistance. I-station can benefit at-risk students who are not on grade level using a tiered approach modeled after the same three-tiered approach of Response to Intervention (RTI).	All students monitored through the system 3-4 days per week with Tier 2 students receiving consistent support online with targeted skills through iStation 4-5 times per week.
Read 180 <i>READ 180</i> is a comprehensive system of curriculum, instruction, assessment, and professional development to raise reading achievement of struggling readers.	The program is designed for students with disabilities (particularly behavioral disabilities), English language learners, and any student at risk of academic failure. The academic areas of focus are reading (including phonological awareness, phonics/word study, comprehension, fluency, vocabulary, and spelling) and handwriting (including spelling, sentence construction, and planning and revising).	<i>READ 180</i> is designed for individual students and small groups. Class size for <i>READ 180</i> should be 15-24 students, with three small groups of 5-8 students.
Think through Math	Differentiation system for every student and one they can use to guide learners in whole and small groups. Adaptive pathways adjust based on student performance and the live teaching support offers a true 1-to-1 learning experience.	Computer sessions three days per week for 15-20minutes each session. Following up with appropriate materials during guided reading as necessary.
APEX Learning 6-12th grade	APEX learning provides intervention support for students in grades 6-12 in the four core areas. The system can be utilized as continued tutorial and practice support for Tier 1 or can be targeted for Tier 2 with specific skills, lessons and practice. APEX provides a testing mechanism to allow for easy progress monitoring.	Computer sessions three days per week for 15-20minutes each session. Following up with appropriate materials during guided reading as necessary
Starfall (math/reading)	Reading: Comprehensive reading and language arts program. Emphasizes phonological awareness, phonics, vocabulary, fluency, writing and comprehension. Math:	Computer sessions three days per week for 15-20minutes each session. Following up with appropriate materials during guided reading as necessary.
Six minute solutions (reading)	Builds students' reading fluency—essential for text comprehension—and is valuable as a complement to any reading/language arts curriculum or as an intervention program. This easy to implement resource quickly builds fluency through interactive, peer-to-peer repeated readings of high-interest, targeted readability passages.	Students move quickly to assigned partner space Partners record date on their respective record sheets Partner 1 reads first Partner 2 marks errors &

		stopping point with marking pen
Xtra math	XtraMath tasks are just straightforward arithmetic problems. Kids get immediate feedback, and the problems are tailored to their specific needs. Teachers can track student's progress using fluency reports.	Computer sessions three days per week for 15-20minutes each session. Following up with appropriate materials during guided reading as necessary.
IXL- Math	IXL's skills are aligned to the State of Texas Assessments of Academic Readiness (STAAR), the Texas Essential Knowledge and Skills (TEKS), the Texas College and Career Readiness Standards, and the Texas Prekindergarten Curriculum Guidelines, providing comprehensive coverage of math concepts and applications.	Computer sessions three days per week for 15-20minutes each session. Following up with appropriate materials during guided reading as necessary.
Flocabulary	Math, Language Arts, Science and Social Studies resources to assist students in mastering academic content while building core literacy skills through engagement and student creativity	Computer sessions three days per week. Student interaction sessions Small group sessions Individualized projects
Quizlet	Learning tools, flashcards and resources to support math, language arts, science and social studies. Create study sets to provide students with support resources to reach specific learning styles.	Small group
Sheppardsoftware	Online support games and resources for all content areas. Supplemental resources for student engagement, practice, and creative interactions to engage students in non-standard learning activities	Small group, individual instruction.
Edheads	Science and Math activities to support critical writing in Math and Science. Provides virtual learning experiences to reinforce existing learning.	Small group or individualized instruction
MAP Fluency Skills	MAP Fluency is a K-3 assessment that targets students fluency in reading and reading comprehension. Progress monitoring tools as well as suggested lessons to support areas of fluency concern are provided for each student post BOY testing. System provides print resources to support RtI Tier 2.	Small Group or individualized instruction.

*The above name listing of Tier 2 interventions are computer based interventions. However, in small groups, teachers may find that Tiered lessons providing scaffolding of prior concepts may be more helpful in supporting student needs. Teachers are encouraged to utilize resources from the RtI Institute and other instructional support materials provided through the TEKS Resource System or other approved curricular materials.

<https://buildingrti.utexas.org>

Tier 3 Intervention Menu

The following interventions are to be utilized by the Rti teacher. Students receiving these interventions should be closely monitored and interventions should be documented. Students receiving Tier 3 interventions services should be included in the interventions and referral process for additional monitoring if no progress is demonstrated **Tier 3 interventions should be 8-12 weeks with 2 different interventions.**

Intervention/Description	Intervention indicators	Implementation/Frequency/Monitoring
System 44 (Intermediate)	Delivers intensive intervention and supportive learning environment that our most challenged readers urgently need	Instruction provided by the Rti teacher in small group (3-5 students). Three-five days a week.
Read 180 (Intermediate) READ 180 is a comprehensive system of curriculum, instruction, assessment, and professional development to raise reading achievement of struggling readers.	The program is designed for students with disabilities (particularly behavioral disabilities), English language learners, and any student at risk of academic failure. The academic areas of focus are reading (including phonological awareness, phonics/word study, comprehension, fluency, vocabulary, and spelling) and handwriting (including spelling, sentence construction, and planning and revising).	Instruction provided by the Rti teacher in small group (3-5 students). Three-five days a week.
Star fall (math/reading)	Reading: Comprehensive reading and language arts program. Emphasizes phonological awareness, phonics, vocabulary, fluency, writing and comprehension. Math:	Instruction provided by the Rti teacher in small group (3-5 students). Three-five days a week.
Think through math	Think Through Math's adaptive learning technology addresses the learning needs of ALL students, including students working at grade level, English Language Learners (ELL), those with advanced math aptitude, and students with learning disabilities.	Instruction provided by the Rti teacher in small group (3-5 students). Three-five days a week.
Math IXL	IXL automatically adapts to each student's individual skill level, allowing for differentiation.	Instruction provided by the Rti teacher in small group (3-5 students). Three-five days a week.
Six minute solutions	Builds students' reading fluency—essential for text comprehension—and is valuable as a complement to any reading/language arts curriculum or as an intervention program. This easy to implement resource quickly builds fluency through interactive, peer-to-peer repeated readings of high-interest, targeted readability passages.	Instruction provided by the Rti teacher in small group (3-5 students). Three-five days a week.

** Tier 2 Online Interventions may be used to support students in Tier 3 for progress monitoring and in class practice. However, Tier 3 interventions are intended to be small group, direct instruction lessons targeting specific goals. Other resources may include, but are not limited to: Textbook intervention activities, activities derived from the Rti Institute or other classroom support materials. Students in Tier 3 Interventions are to have marked goals to verify progress in learning objectives.

<https://buildingrti.utexas.org>

Approved Intervention Websites

Reading

Florida Center for Reading Research: www.fcrr.org
Intervention Central: www.interventioncentral.org
Scientifically Based Research: www.gosbr.net
ScootPad: www.scootpad.com
LearnZillion: www.learnzillion.com
Easy CBM Lite Edition: www.easycbm.com
Starfall: www.starfall.com
RtI Institute: <https://buildingrti.utexas.org>

Math

Intervention Central: www.interventioncentral.org
XtraMath: www.xtramath.org
MathXL: www.mathxl.com
TenMarks: www.tenmarks.com
Khan Academy: www.khanacademy.org
Scientifically Based Research: www.gosbr.net
MAP Math: <http://www.sowashco.k12.mn.us/ro/Pages/studentlinks/map/>
ScootPad: www.scootpad.com
LearnZillion: www.learnzillion.com
IXL: www.ixl.com (monthly/yearly fee)
RtI Institute: <https://buildingrti.utexas.org>

Science

<http://www.tcea.org/documents/PD/Free%20Must-Have%20Apps%20for%20Science.pdf>

Social Studies

<http://www.tcea.org/documents/PD/Free%20Must-Have%20Apps%20for%20Social%20Studies.pdf>

Advanced Academics

(for teachers)

www.teachersfirst.com/gifted.cfm
www.exquisite-minds.com/gifted-resources-lessons-and-curriculum
www.davidsongifted.org/db/Articles_id_10075.aspx
www.teachthought.com/uncategorized/50-resources-for-the-parents-and-teachers-of-gifted-and-talented-students/

(for students) www.thekidstory.com/websites-for-gifted-children/

Technology Websites

Center for Implementing Technology in Education
<http://www.cited.org/index.aspx>

Educational Technology and Mobile Learning: A resource of educational web tools and mobile apps for teachers and educators

<http://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html>

Teacher Vision: Popular Technology Resources for Reading & Language Arts

<http://www.teachervision.fen.com/educational-technology/reading-and-language-arts/54150.html>

Technology Integration for Teachers: Teacher website supporting the integration of mobile technology.

<http://www.techforteachers.net/language-arts.html>

Edutopia: Recommended resources from teachers and students.

<http://www.edutopia.org/digital-generation-science-math-lessons>

Free Technology for Teachers: Teacher blog site with free resources for integration of science.

<http://www.freetech4teachers.com/2011/01/11-science-resources-to-try-in-2011.html>

CAST UDL Lesson Builder

<http://lessonbuilder.cast.org/>

Assistive Technology for Young Children

<http://www.edutopia.org/assistive-technology-young-children-special-education>

Approved Progress Monitoring Tools

To include but not limited to:

Reading

Dibels
Easy CBM
Istation – ISIP
CIRCLE
Check Points
Formative Teacher Created Assessment

Math

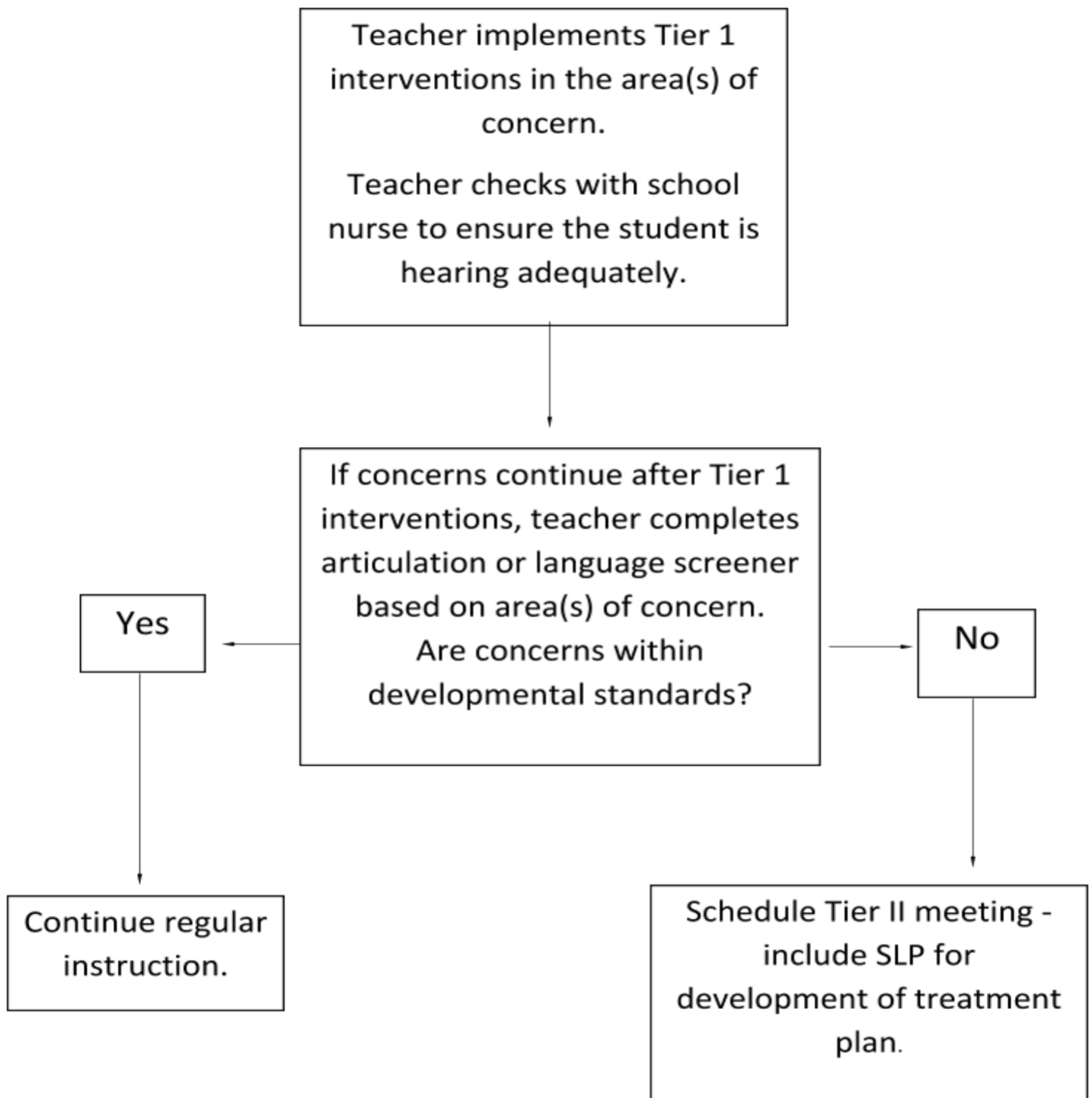
Easy CBM
Imagine Math
IXL
CIRCLE
Istation –ISIP
IXL
Check Points
Formative Teacher Created Assessment

Graphing student progress monitoring data is required.

Progress monitoring tool over course of intervention should be consistent.

Speech Rtl

RtI Speech Process



**Navarro Independent School District
CHECKLIST FOR ARTICULATION SKILLS**

Name _____ Grade _____ Evaluator _____ Date _____

School _____

Please complete this checklist based upon observation of your student's speech production.

1. Have the student repeat the sentences after you and circle the errors:

Sounds to consider by age:

Age 5	<u>K, G</u>	the <u>g</u> irl's <u>w</u> agon a soc <u>ce</u> r <u>k</u> id
	<u>F</u>	the <u>s</u> afe ele <u>ph</u> ant or <u>f</u> ish
	<u>Y</u>	<u>The</u> <u>y</u> ogurt is <u>y</u> ummy. _____
Age 6	<u>L</u>	<u>my</u> <u>l</u> ucky <u>b</u> alloon
Age 7	<u>R</u>	<u>My</u> <u>b</u> rother is <u>R</u> on.
	<u>Sh, Ch, J</u>	<u>She</u> <u>e</u> ats <u>ch</u> ease at the <u>b</u> each. <u>J</u> im is in a cage.
Age 8	<u>S, Z</u>	<u>The</u> <u>z</u> oo is <u>s</u> pecial.
	<u>Th</u>	<u>The</u> <u>s</u> eal <u>w</u> ears <u>g</u> lasses. <u>This</u> is <u>my</u> <u>th</u> ird <u>t</u> ooth.

2. According to the Sound Development Chart (attached):

- _____ The sound errors noted above are still within the developmental age range
(i.e., student is 8 years old and has not yet developed correct production of "th")
- _____ The sounds in error should have already developed (i.e., student is 6 years old but does
not yet produce the "K" sound correctly)

3. You understand the student's speech in conversation: (check one)

- _____ Less than half of the time (*schedule Tier II meeting)
- _____ More than half of the time
- _____ Most of the time

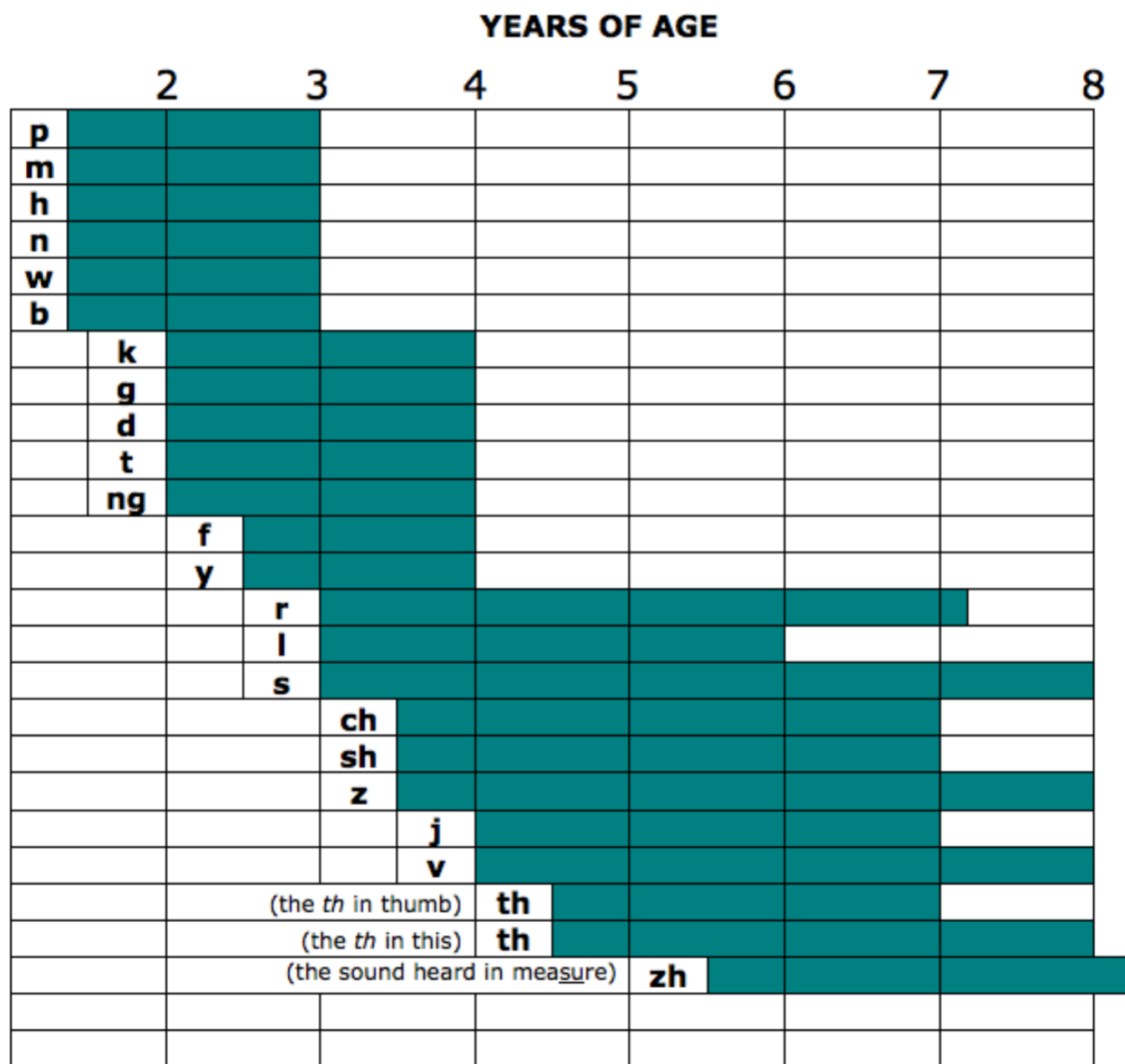
4. What is the specific educational impact of the articulation disorder? (check all that apply)

- _____ Does the articulation problem distract from the content of the message?
- _____ Is student reluctant to participate in verbal activities? Explain:

Additional Comments:

Speech Sound Development Chart

Horizontal bars indicate a range of typical sound development in children.



Source: Sander, Eric K. "When Are Speech Sounds Learned?" JSHD, 37 (February 1972).

Name: _____ Grade: _____

Teacher: _____ Date: _____

By the end of **PRE-KINDERGARTEN**, your student should be able to:

*Three or more areas checked “no” indicates possible concern with language development.

Listening	Yes	No
Understand most of what is said		
Follow 1-2 step directions in a sequence		
Understand words like “top”/”bottom”, “big”/”little”		
Recognize when words rhyme		
Speaking		
Speak in complete sentences of four or more words		
Say or sing familiar songs or nursery rhymes		
Correctly name colors, people, objects, and categories of objects		
Speak clearly enough that strangers can understand		
Use the pronouns “I”, “you”, and “me” correctly		

By the end of **KINDERGARTEN**, your student should be able to:

*Three or more areas checked “no” indicates possible concern with language development.

Listening	Yes	No
Follow 1-2 simple directions in a sequence		
Listen to and understand age-appropriate stories read aloud		
Follow a simple conversation		
Speaking		
Be understood by most people		
Answer simple yes/no questions		
Answer open-ended questions (ex: “What did you have for lunch today?”)		
Retell a story or talk about an event		
Participate appropriately in conversations		

Name: _____ Grade: _____

Teacher: _____ Date: _____

By the end of **1st Grade**, your student should be able to:

*Three or more areas checked “no” indicates possible concern with language development.

Listening	Yes	No
Remember information		
Respond to instructions		
Follow 2-3 step directions in a sequence		
Speaking		
Be easily understood		
Answer more complex “yes/no” questions		
Tell and retell stories and events in a logical order		
Express ideas with a variety of complete sentences		
Use most parts of speech (grammar) correctly		
Ask and respond to “wh” questions (who, what, when, where, why)		

By the end of **2nd Grade**, your student should be able to:

*Three or more areas checked “no” indicates possible concern with language development.

Listening	Yes	No
Understand direction words (e.g., location, space, and time words)		
Correctly answer questions about a grade-level story heard		
Follow 3-4 oral directions in a sequence		
Speaking		
Be easily understood		
Ask and answer “wh” questions (who, what, when, where, why)		
Use increasingly complex sentence structures		
Clarify and explain words and ideas		
Give directions with 3-4 steps		
Stay on topic, take turns, use appropriate eye contact during conversations		

Name: _____ Grade: _____

Teacher: _____ Date: _____

By the end of **3rd Grade**, your student should be able to:

*Three or more areas checked "no" indicates possible concern with language development.

Listening	Yes	No
Listen attentively in group situations		
Understand grade-level material		
Speaking		
Speak clearly with an appropriate voice		
Ask and respond to questions		
Participate in conversations and group discussions		
Use-subject related vocabulary		
Stay on topic, take turns, use appropriate eye contact during conversations		
Summarize a story accurately		
Explain what has been learned		

By the end of **4th Grade**, your student should be able to:

*Three or more areas checked "no" indicates possible concern with language development.

Listening	Yes	No
Listen to and understand information presented by others		
Form opinions based on evidence		
Listen for specific purposes		
Speaking		
Use words appropriately in conversation		
Use language effectively for a variety of purposes		
Understand some figurative language (e.g. "the forest stretched across")		
Summarize and restate ideas		
Give accurate directions to others		
Make effective oral presentations		

ARTICULATION STRATEGIES FOR THE CLASSROOM

- Have students make cards with different words/pictures containing their target sounds. Use cards for a variety of activities. For example, keep a jar or folder on the teacher's desk. Student selects 5 cards and practices saying each card twice.
- Create stations/centers where students have to perform different tasks while practicing sounds. For example, a child at the board could practice saying the sound while drawing and another student practices by putting a puzzle together. Teacher indicates students should move to a new station by saying "Switch."
- "Mix It Up" Game: Students play a game by drawing cards which contain different suggestions for saying the words such as whispering, singing, saying the words quickly or slowly, while dancing, saying and spelling the target word. Student practices saying the word in the manner the card indicates.
- Have the students go around the table and say the same thing (one at a time). This will cue them into monitoring their speech as well as others. You could also have the students provide feedback to each other.
- Another way to emphasize the feedback loop is to use an echo microphone for each student's turn.
- Have the students draw a number from an envelope to determine the random number of items to say. Use the word/picture cards that students have created.
- Teacher can monitor student's production of target sound during small group activities such as guided reading.

General Language Classroom Interventions:

Following Directions

1. Get the student's attention before giving directions.
 - a. Call the student's name and establish eye contact
 - b. Establish a verbal cue, such as "listen up" or "give me five."
 - c. Stand or sit near the student before giving directions.
 - d. Physical prompt (hand on arm, shoulder, etc) paired with student's name
 - e. Check to be sure that you have the student's attention
2. Keep directions short, simple, and concrete.
3. State multi- step directions one direction at a time and confirm that the student is able to comply with each step before giving the next direction.
4. When giving multi- step directions orally, write those directions on the board or provide a visual to consult as needed. Use a system for checking off steps as they are accomplished, such as a work system.
5. Present directions at a slower rate.
6. Look directly at the student when talking.
7. Avoid long explanations or justifications for directions.
8. Stay in one position long enough for the child to hear all of the directions.
9. Rephrase directions- i.e., "Put your finger on" becomes "touch the."
10. Use visual cues (hands- on demonstrations and modeling, objects, pictures) as needed to help the child better grasp directions.
11. Give oral directions prior to handing out materials OR hand out materials and then give oral directions.
12. Chunk directions- give related directions together (e.g., "Get your book, open to page 53).
13. Prompt and guide the child through the performance- sequence.
14. Have the student repeat directions back to you to check comprehension.
15. Have the student say the instructions in his/ her own words.
16. Repeat instructions.
17. Teach students to wait until all directions are given before beginning.
18. Check with students often to monitor completion of directions.
19. Provide the student with practice following directions on nonacademic tasks (i.e., games, recipes).
20. Review daily routines often and make the implicit...explicit.
21. Minimize visual and auditory distractions when giving directions.
22. Provide visual supports.
23. Provide a quiet place in the classroom to go to when child needs to complete a task.
24. When participating in group activities, clearly explain the expectations of the group and the student's job within the group. Provide visuals as needed.
25. Give positive directions to allow for incomplete language processing. For example, say, "Please stay on the sidewalk" rather than "Don't walk on the grass."
26. State directions, expectations, and rules using specific "language" terms, avoiding such terms as "appropriately," "listening," "carefully," etc.
27. Use pictures to show expected behaviors in transitions.
28. Some students have problems copying off the board, because this requires translating to the paper, which is mediated by language. Consider changing student's seating, or have information on paper rather than on the board.
29. Decide on a way that the student can signal that they require teacher help. Select a 'secret' signal for the student to use that is clearly observable to the teacher but is unlikely to draw the attention of other children. You might, for instance, pick a red folder to hold the student's alternative work and tell the student simply to pull out that folder and begin working from it whenever he or she needs instructor help.
30. Provide rewards to the student for following the help- signal routine.

31. Create an alternative work folder and fill it with alternate assignments or worksheets that the student can work on independently while waiting for you to respond to the established 'help' signal.
32. Include essential information in your directions that will answer these four questions for the student: (1) How much work is there to do in this task? (2) What exactly am I supposed to do? (3) When do I do the work? (4) What is my payoff for doing the work?

If your student struggles to answer questions:

1. Pause after questions and provide "wait time" for the student to process and answer the question.
2. Repeat/ rephrase the question.
3. Teach the student to communicate or say "I don't know" to reduce any anxiety associated with not being able to answer a question.
4. If unable to answer higher level "wh" questions ("Why do we brush our teeth?") decrease the complexity of the question ("What do we do with a toothbrush?") If the student is still unable to answer the question, use a cloze format ("We brush our teeth to keep them_____").
5. Help the student by providing clues to the desired answer ("I asked a 'who' question, so I want the name of a person.")
6. Prepare the student ahead of time by letting him know what question you will be asking him.
7. Set up a contract with the student with an expectation or goal of answering questions in class three to five times each day.
8. Use a variety of ways to elicit a response, e.g., yes/ no questions, choosing an answer, short phrases, and sentence completion.
9. Use frequent cueing techniques including modeling the response first, a key word, carrier phrase, first sound, etc.
10. Tell the student you won't call on him/ her until they volunteer, but that you expect at least one question response per day.

If your student struggles with Oral Comprehension:

1. Tell the student a specific question to be prepared to answer following oral reading.
2. State when the topic is changing.
3. Use explicit transition comments when discussing multiple ideas.
4. Stand or sit near the student before engaging in a discussion.
5. Preview the topic of discussion or reading with focal questions that will be discussed later.
6. When giving lengthy information, provide outlines or notes for the student.
7. Avoid figurative language or be careful to explain what you mean.
8. Limit the number of ideas in a sentence.
9. Tell students the what and why of assignments in advance.
10. Keep information relevant, meaningful, contextual, purposeful, NOT broken into "meaningless" parts- be deliberate in helping the student see the "whole."
11. Pair verbal information with pictures, visual schedules, gestures, visual examples, and written directions.
12. Preferential seating
 - a. Close to the teacher
 - b. Away from disruptive classmates
 - c. Away from visual and auditory distractions.
13. Exaggerate important words that you want the child to know (e.g. highlight, underline, repeat, etc.).
14. Make sure the student is paying attention (eyes on speaker, reduced distractions).
15. Define expected and unexpected behaviors for different situations.
16. Check often for understanding.
17. Teach the student how to ask for additional information (Who? What? Where? When? Why?).
18. Modify tests, such as reading the test to the student or providing short- answer or multiple-choice responses.

19. Overlap information in as many ways as possible, using as many modalities and as many angles/ approaches as possible to increase redundancy and help students make the associations needed to learn.
20. As you speak to your students, try to work in “connecting” words such as *so, because, then, but, when, instead, while*, etc. This gives the student more information. Our students need us to tell them *what* we are doing, *why* we are doing it, and *who* we are doing it with.
21. If the student’s attention wanders, stop talking and call attention back to you.
22. Use pauses in speech to highlight important points.

If your student has difficulty with Social Language (Pragmatics):

1. To be sure the student understands “turns,” play a turn- taking game like “Connect Four” and make sure he/ she watches his partner’s turn and then takes his. Label each player’s turn by saying “It’s Johnny’s turn.” “It’s Sarah’s turn,” and frequently ask: “Whose turn is it?”
2. When the student interrupts, use a hand signal to stop him and say: “It’s Johnny’s turn to talk.”
3. Give the student frequent feedback if his/ her language is off- topic or does not make sense (e.g. “Right now we are talking about... Can you tell me something about that?”).
4. Emphasize your needs as a listener (e.g. “I’ll understand better if we both talk about the same thing. We’re talking about...”).
5. If the child is preoccupied with a particular topic that is relevant to class work, the teacher may be able to use the student as a resource for peers.
6. When the student has a tendency to talk about a preferred topic, present scheduled opportunities to discuss this topic, establish boundaries for when it is okay and not okay to discuss this topic, set a time to set time limits of discussion, and help your student expand and explore other interests.
7. Whenever you form groups in the classroom, assign a ‘group ambassador’ role to one of the typical children. The ‘group ambassador’ takes responsibility for greeting anyone who joins the group, ensures that all members understand how they can participate in group activities, and gives additional support and guidance to any student who needs it. ‘Group ambassadors’ should be trained to recognize when a student might need assistance and in how to provide that assistance in supportive, non- obtrusive ways.
8. During group activities, define the student’s role and responsibilities in the group.
9. Provide additional supports and/ or structure in place during unstructured times, such as recess and lunch.
10. For the student who has difficulty maintaining eye contact, insisting on eye contact can cause discomfort and additional stress. Concentrate instead of teaching the student to “check in” and have the student learn to turn his body toward the speaker.
11. Model social interactions, turn- taking and conversational reciprocity.
12. Celebrate strengths and use these strengths to motivate social interactions, or to give the student a chance to shine and be seen as competent and interesting.
13. Teach rules of personal space.

If your student has difficulty with Sentences/ Grammar (Syntax):

1. Model sentences and have the student imitate when he/ she wants to or needs to communicate.
2. Take what the child says and expand upon it. Avoid saying, “Now you say it.”

3. Find a way for the student to communicate when it seems difficult for him/ her (multiple choice options, cue cards).
4. Have the student create and say 3- 5 extra sentences each day using classroom vocabulary or targeted grammatical forms. Use less challenging vocabulary if the student has difficulty creating sentences.
5. Provide a question word to help a student begin formulation of a targeted question form (i.e., begin your question with 'Who').
6. Give the student flash cards with various parts of speech and have the student practice making complete sentences.
7. Subject- verb agreement:
 - a. Make sure the student understands that sentences express thoughts about a subject and what the subject is or does.
 - b. Make sure that the student understands the concept of plurality (e.g. have the student "point to a picture of a cat" and "point to a picture of *cats*."
 - c. Identify a peer who uses appropriate subject- verb agreement to act as a gentle and positive model for the student.
 - d. Have the student verbally construct sentences with specific verb forms and subjects.
8. Verb tense:
 - a. Make sure that the student understands the concept of verb tenses by demonstrating what "is happening," what "already happened," and what "will happen" through the use of objects, pictures, and/ or written sentences.
 - b. Determine if the student has appropriate sequencing skills. This is important before the use of verb tenses can be developed.
 - c. Use of a private signal to remind the student to use the correct verb tense (e.g. hand over shoulder for past tense, pointing forward for future tense).
 - d. During the day, write down the sentences that the student uses with incorrect verb tenses. Have the student make corrections for incorrect verb tenses and then read the corrected sentences aloud.

Behavior Rtl

Behavior Response to Intervention (RtI) – At A Glance

	Tier 1	Tier 2	Tier 3
Goal	To meet the needs of 80-90% of students	To support individual students who continue to exhibit challenging behaviors without removing them from the general education setting	To support students who were unsuccessful in Tiers 1 and 2
Focus	All Students	Classroom behavior data	Tier 2 students whose progress monitoring data indicates non-response to Tier 1 and 2 supports
Group Size	Multiple and Flexible Formats	Small Group – Up to 6 students	Very Small Group – Up to 3 students
Time	Continuous	4-6 weeks	3-4 weeks
Instructional Focus	<ul style="list-style-type: none"> Preventative Campus positive behavior initiative Classroom Management 	<ul style="list-style-type: none"> Behaviors student is exhibiting with learning and social interactions Social skills School/Classroom Systems Self-management 	<ul style="list-style-type: none"> Specific, targeted behaviors Alternative replacement behaviors Specific positive reinforcements Self-management
Evidence-Based Assessment & Progress Monitoring	<ul style="list-style-type: none"> Attendance Office referrals Grades 	<ul style="list-style-type: none"> Motivation Assessment (MAS) Forced Choice Reinforcement Survey Behavior Report Card Record of social skills instruction Office referrals Observations Behavior screener 	<ul style="list-style-type: none"> Behavior Report Card or Behavior Plan Report Office referrals Observations Functional Assessment – completed by behavior team
Intervention	<ul style="list-style-type: none"> Positive feedback School/Classroom rules 	<ul style="list-style-type: none"> Collaboration with school counselor Self-management strategies Behavior contracts Frequent parent communication Check in/out system Social skills group 	<ul style="list-style-type: none"> Individualized Behavior Assistance Plan (Replacement Behavior/Positive Reinforcement) <ul style="list-style-type: none"> Self-management techniques Daily schedules Social stories/scripts Self-monitoring Daily behavior report
Interventionist	Classroom Teacher	Classroom Teacher or Interventionist	Classroom Teacher or Interventionist

Behavior Strategies

Strategy	Why	When	How
Check In Check Out	<ul style="list-style-type: none"> Improves student accountability Increases structure Improves student behavior and academics when other interventions have failed Provides feedback & adult support on a daily basis Improves and establishes daily home/school communication and collaboration Improves student organization, motivation, incentive, & reward Helps students to self-monitor and correct Internalizes success and accomplishment of goals Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention Leads to maintenance free responsible behaviors, habits, & effort 	<ul style="list-style-type: none"> When a student has failed to respond to other interventions and general class management techniques and interventions When a student is competing little to no work When a student is not doing home work When a student is not participating, being involved, or taking part in the learning process When a student has emotional issues, like anxiety, frustration, etc. When kids have attention, focus, and impulsivity issues When kids have very poor organization When a student is exhibiting behavioral problems When a student demonstrates low motivation and effort 	<ul style="list-style-type: none"> Check in start of day Teacher meets briefly to discuss behavior goal Check out at end of day – meet with teacher to discuss whether or not goal was attained Praise and/or reward student for meeting goals.
Forced Choice Reinforcement Survey	<ul style="list-style-type: none"> Provides valuable insight as to what type of rewards and incentives a student desires or prefers Gives direct feedback from the student's perspective Quick and easy to administer Anyone can administer the survey or the student can take it on their own Easy to score and interpret Gives good data for developing behavior plans and reward or incentive systems 	<ul style="list-style-type: none"> When students do not respond to rewards When nothing seems to motivate a student When a student is disinterested in school work, following directives, rules, expectations, etc. As part of developing a Behavior Intervention Plan (BIP) When you need to know what motivates a student, what kind of rewards they prefer, and what they might be more likely to work for When students cannot directly express or is not sure what kind of reward they would work for When a student expresses they do not care about rewards 	<ul style="list-style-type: none"> Ask behavior specialist for surveys Fill out survey with student Use information obtained to make student centered decisions

Behavior Strategies

Strategy	Why	When	How
Behavior Contract	<ul style="list-style-type: none"> • Provides students with more one on one help, support, and intervention • Holds students accountable • Provides structure, routine, consistency, and organization • Promotes self- responsibility • Improves students' grades and accountability • Improves student buy-in • Increases student motivation and effort • Improves school/home communication 	<ul style="list-style-type: none"> • When students exhibit persistent behavior problems • When students are very unorganized • When students consistently fail to compete daily class/school requirements (work, behavior expectations, peer interactions, lunch, etc.) • When students exhibit persistent emotional difficulties, like frustration, anxiety, or tantrums. • When students are defiant and oppositional 	<ul style="list-style-type: none"> • Utilize a daily behavior form, chart, or report card • Decide on the main problem behaviors and put these on the chart • Explain the procedure with the student • Rate the student for each period, hour, etc. in the areas you decide to put on the form or chart • Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly • Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc. • Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next time.

Behavior Strategies			
Strategy	Why	When	How
Daily Behavior Form	<ul style="list-style-type: none"> Provides students with more one on one help, support, and intervention Holds students accountable daily Provides structure, routine, consistency, and organization Promotes self- responsibility Improves students' grades and accountability Improves student buy-in Increases student motivation and effort Improves school/home communication 	<ul style="list-style-type: none"> When students exhibit persistent behavior problems When students are very unorganized When students consistently fail to compete daily class/school requirements When students exhibit persistent emotional difficulties, like frustration, anxiety, etc. When students are defiant and oppositional 	<ul style="list-style-type: none"> Utilize a daily behavior form, chart, or report card focusing on problem behaviors Explain the procedure to student Rate the student for each period, or hour in the areas decided Send a copy home for the parent to review and sign Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.
Teach Social Skills	<ul style="list-style-type: none"> Many students lack basic social skills Increases instructional time Improves student interactions Increases student productivity Helps students improve daily social functioning Helps students make friends Teaches students essential life skills Helps students to fit in Helps students to function better in classes Teaches students to follow rules, expectations, procedures, etc. Increases self- confidence, self- concept, and self esteem Gives students a common "language" 	<ul style="list-style-type: none"> Teach all students appropriate social skills When students have poor hygiene When students seem out of place, ostracized, or isolated When students exhibit poor social routines, like taking turns, sharing, waiting in line, shaking hands, poor eye contact, etc. When students are rude, short, pushy, etc. When students demonstrate poor personal care habits, like blowing nose, using a napkin, etc. When students appear socially awkward, weird, out of place When students do or say weird, silly, inappropriate, or out of place things 	<ul style="list-style-type: none"> At the Tier 1 Level, complete social skills lessons and interventions for the whole class or groups. At the Tier 2 level, engage in social skills lessons and interventions for groups and individuals. At the Tier 3 level, customize specific social skills lessons and interventions for students.

Behavior Strategies

Strategy	Why	When	How
Individual and Visual Schedules	<ul style="list-style-type: none"> Provides more specific routine, agenda, and instructions for a student's daily procedures in class, between classes, and during unstructured times Provides student with organization Structures and organizes time for student Decreases wasted time Reduces confusion and down time Helps student to initiate tasks more quickly and efficiently Helps students to gain more accountability for their behaviors, academic work, and expectations Provides a visual reminder and cue of what to do and what is coming 	<ul style="list-style-type: none"> When students exhibit significant disorganization When students get lost or have difficulty figuring out what is next in the daily routine When students are frequently off task, inattentive, and unfocused When students fail to complete tasks in a timely manner and/or lose or misplace work When students need more structure When students are defiant and oppositional. 	<ul style="list-style-type: none"> Create a form to divide the student's daily routine or schedule into logical partitions. Using graphics can be helpful for more visual learners or autistic kids. Sit down and explain the schedule to the student and how it will be used. <ul style="list-style-type: none"> You might tape it to the student's desk or in their planner or folder Laminating the schedule can allow the student to make marks next to items as they complete them and then wipe it clean for the next day Remind the student frequently to refer to their schedule when they don't know what to do, are finished with the current task, are inattentive, off task, unfocused, or distracted For oppositional and defiant students, refer to the schedule as the authority on why and what they are to be doing.

Behavior Strategies			
Strategy	Why	When	How
Self-Monitoring	<ul style="list-style-type: none"> • Promotes independent and responsible behaviors • Promotes independence and self esteem • Increases coping ability • Improves on task behaviors • Increases productivity • Improves self- awareness and reflection 	<ul style="list-style-type: none"> • When students have poor attention, focus, and impulse control • When students are disorganized, scattered, etc. • When students have trouble being prepared, forgetting materials, homework, etc. • When students are overly talkative or social • When students exhibit chronic or compulsive behaviors, like tapping, making sounds, etc. • When students demonstrate other off task behaviors or difficulties attending 	<ul style="list-style-type: none"> • There are many ways to implement a self-monitoring system or intervention with students, but basically, the technique involves sitting down with the student, defining the behavior(s) to address, and choosing and implementing an intervention or system by which the student can keep track of their own behavior and progress toward the behavioral or other goal • The self-monitoring interventions may include visual cues, like pictures, gestures, etc by which the student may be reminded to address the behavior indicated for intervention • Checklists and charts may be used by students to keep track of their behaviors • Indicators, where the student, when they see or hear something, know they need to address the behavior • Student may create notes to themselves • Students may look for triggers that cause the behaviors, avoiding these triggers or being aware they are present

Behavior Strategies

Strategy	Why	When	How
Social Stories	<ul style="list-style-type: none"> • Helps teach students routines, expectations, and behavioral standards • Reinforces correct behavior • Information presented in a story format • Provides visual examples of behavior expectations • Provides a more personalized and tailored behavioral intervention • Helps involve students in the learning process • Works well with students on the autism spectrum and those with ADD/ADHD 	<ul style="list-style-type: none"> • . When a student fails to grasp social norms, routines, and expectations, like walking down the hall, using restroom facilities, following lunch procedure, using manners, or using greetings. • When a student is on the autism spectrum or has ADD/ADHD • When a student is disorganized, unprepared, or disheveled • When a student needs reinforcement of class rules, and routines • When a student lacks social skills • When a student does not respond to cues, redirection, or refocusing • When a student fails to complete assignments 	<ul style="list-style-type: none"> • Utilize pre-made social stories or create your own. • Basic steps to creating a social story: <ul style="list-style-type: none"> ○ Create a list or outline of steps in the routine the student needs to work toward. ○ Next to each step and sentence, utilize a picture to represent the action. ○ Review daily ○ After the student learns the social story, have them review it on their own before they perform that routine, procedure, or activity • Slowly wean the student off the social story as they consistently perform the task correctly.

Forced-Choice Reinforcement Survey

Student Name: _____

Date: _____

In order to identify possible classroom reinforcement strategies, it is important to gather feedback from the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark an "X" in the blank. Remember, mark only one blank for each pair."

1. _____ Teacher writes "100" on your paper. (A)
_____ Be first to finish your work. (CM)
2. _____ A bag of chips. (CN)
_____ Classmates ask you to be on their team. (P)
3. _____ Be free to do what you like. (I)
_____ Teacher writes "100" on your paper. (A)
4. _____ Classmates ask you to be on their team. (P)
_____ Be first to finish your work. (CM)
5. _____ Be free to do what you like. (I)
_____ A bag of chips. (CN)
6. _____ Teacher writes "100" on your paper. (A)
_____ Classmates ask you to be on their team. (P)
7. _____ Be first to finish your work. (CM)
_____ Be free to do what you like. (I)
8. _____ A bag of chips. (CN)
_____ Teacher writes "100" on your paper. (A)
9. _____ Classmates ask you to be on their team. (P)
_____ Be free to do what you like. (I)
10. _____ Be first to finish your work. (CM)
_____ A bag of chips. (CN)
11. _____ Teacher writes "A" on your paper. (A)
_____ Be the only one that can answer a question. (CM)
12. _____ A candy bar. (CN)
_____ Friends ask you to sit with them. (P)
13. _____ Be free to go outside. (I)
_____ Teacher writes "A" on your paper. (A)
14. _____ Friends ask you to sit with them. (P)
_____ Be the only one that answers a question. (CM)

15. _____ Be free to go outside. (I)
_____ A candy bar. (CN)
16. _____ Teacher writes "A" on your paper. (A)
_____ Friends ask you to sit with them. (P)
17. _____ Be the only one that answers a question. (CM)
_____ Be free to go outside. (I)
18. _____ A candy bar. (CN)
_____ Teacher writes "A" on your paper. (A)
19. _____ Friends ask you to sit with them. (P)
_____ Be free to go outside. (I)
20. _____ Be the only one that answers a question. (CM)
_____ A candy bar. (CN)
21. _____ Teacher writes "Perfect" on your paper. (A)
_____ Have only your paper shown to the class. (CM)
22. _____ A can of soda. (CN)
_____ Classmates ask you to be class leader. (P)
23. _____ Be free to play outside. (I)
_____ Teacher writes "Perfect" on your paper. (A)
24. _____ Classmates ask you to be class leader. (P)
_____ Have only your paper shown to the class. (CM)
25. _____ Be free to play outside. (I)
_____ A can of soda. (CN)
26. _____ Teacher writes "Perfect" on your paper. (A)
_____ Classmates ask you to be class leader. (P)
27. _____ Have only your paper shown to the class. (CM)
_____ Be free to play outside. (I)
28. _____ A can of soda. (CN)
_____ Teacher writes "Perfect" on your paper. (A)
29. _____ Classmates ask you to be class leader. (P)
_____ Be free to play outside. (I)
30. _____ Have only your paper shown to the class. (CM)
_____ A can of soda. (CN)
31. _____ Teacher writes "Excellent" on your paper. (A)
_____ Have your paper put on the bulletin board. (CM)
32. _____ A pack of gum. (CN)
_____ Friends ask you to work with them. (P)

33. _____ Be free to work on something you like. (I)
 _____ A pack of gum. (CN)
34. _____ Friends ask you to work with them. (P)
 _____ Have your paper put on the bulletin board. (CM)
35. _____ Be free to work on something you like. (I)
 _____ A pack of gum. (CN)
36. _____ Teacher writes "Excellent" on your paper. (A)
 _____ Friends ask you to work with them. (P)
37. _____ Have your paper put on the bulletin board. (CM)
 _____ Be free to work on something you like. (I)
38. _____ A pack of gum. (CN)
 _____ Teacher writes "Excellent" on your paper. (A)
39. _____ Friends ask you to work with them. (P)
 _____ Be free to work on something you like. (I)
40. _____ Have your paper put on the bulletin board. (CM)
 _____ A pack of gum. (CN)

Other suggestions about classroom rewards:

Thank you for taking the time to complete this survey.

Reinforcement Inventory Scoring Key (To be completed by rater)

- _____ Adult Approval (A)
- _____ Competitive Approval (CM)
- _____ Peer Approval (P)
- _____ Independent Rewards (I)
- _____ Consumable Rewards (CN)

Special Education Behavior Specialist – General Ed.

Date: _____

Student Name: _____ Grade: _____

Campus: _____ Teacher Name: _____ Room #: _____

Preferred Contact Time: _____

Nature of Request:

☐ Review Data ☐ Campus/Teacher Training ☐ Classroom Observation

☐ Other: _____

(Please fill out the entire form)

List and describe the current behavioral concerns:

1.	2.	3.

List and describe your current intervention strategies for behavior(s) of concern:

1.	2.	3.

How long have you been implementing the strategies for these behaviors?

1.	2.	3.

Is there any other information I need to know:

