

Forms Directions

Tier I

Tier I (Pages 1-3) are to be completed jointly by Teacher and Parent.

Page 1:

- Complete student information using record review. Provide information to describe demographics of the student and area(s) of concern.

Page 2:

- Describe the skill deficit in observable, measurable terms. Respond to each question to guide the development of a plan.
- Implement the plan and gather data for a period of time determined by Teacher and Parent.
- After implementation of plan and data is gathered, Teacher and Parent conference to discuss data and determine student progress. Conference is documented on Page 2.

Page 3:

- Document decisions about the plan. If modifications are made, describe in the second decision box.

Tier II

Tier II (Pages 1-2) are to be completed by Teacher, Parent and a team of other school personnel.

Page 1:

- Describe the skill deficit in observable, measurable terms. Respond to each question to guide the development of a plan.
- Implement the plan and gather data for a period of time determined by Teacher, Parent and team. Conference is documented on Page 1

Page 2:

- After implementation of plan and data is gathered, Teacher, Parent and team confer to discuss data and determine student progress. Conference is documented on Page 2.
- Document decisions about the plan. If modifications are made, describe in the second decision box.

Tier III

Tier III (Pages 1-5) are to be completed by Case Coordinator or Classroom Teacher, with input from the Problem Solving Team.

Page 1:

- These are domains to consider when developing a new/revised hypothesis. Tier I & II interventions/outcome data should be used as much as possible (depending on the quality and selection of interventions).
- Determine what/if additional data is needed and how it will be collected and time frame for review.

Page 2:

- The team should consider the appropriateness of long-term goals. Short-term goals should be considered when long-term goals are unrealistic given the intervention time-frame. The goal statement is determined by subtracting the student's baseline performance from the short-term or long-term objective.
- Short-term data is child specific data. Long-term data is state, local, or research norms.
- Use page one and the top portion of page 2 to formulate a hypothesis and goal statement.

Page 3:

- Develop a comprehensive intervention plan.

Page 4:

- Use the Progress Monitoring Form to collect the intervention data.

Page 5:

- Analyze data to determine the effectiveness of the intervention plan. Subtract the student's current level of performance from the baseline to determine if the performance goal was met. Subtract the student's current level of performance from the benchmark to determine a need for continued intervention.
- Consider options and need for further intervention based on data.
- Upon the decision to move to Tier IV, an RtI report should be written by someone trained to write the report and interpret data (i.e. school psychologist and others trained). The report should include data and graphs from Tiers I, II, and III.