Our accountability system has two overarching objectives

Growth for all students, every year

and

Faster growth for those students who are furthest behind
Beliefs

- Every student can learn, demonstrate growth, and has the right to actively participate in high quality, research-based education that maximizes their potential in the least restrictive environment.
- Specialized education is a continuum of services, not a place.
- Relationships with all stakeholders, based on respect and understanding will result in making decisions in the best interest of ALL students.
- Every staff member has the responsibility to teach, support and encourage ALL students.
- Strong leadership at every level is the foundation of a collaborative and inclusive environment that supports ALL students.
- High quality professional learning in conjunction with family and community support, empowers all stakeholders to collaboratively build capacity for the success of ALL students.
Key Goals of Special Populations

Improving Student Outcomes
- Prevention
- Intervention
- Achievement
- Outcomes

Manage Performance
- Effective employees at every level of the organization with a focus on improving student outcomes.
Policy Change

• As of July 1, 2014, RTI² will be the framework used by teams to identify a student with a Specific Learning Disability.
  – Phase-in Option:
    » Middle School July 1, 2015
    » High School July 1, 2016
Tennessee RTI² Model

**Guiding Principles**
- Leadership
- Culture of Collaboration
- Prevention & Early Intervention

**Tier I**
- All
- **80-85%**

All students receive research-based, high-quality general education instruction using Common Core Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction.

**Tier II**
- Some
- **10-15%**

In addition to Tier I, interventions are provided to students that fall below the 25th percentile on universal screening and are struggling academically and/or behaviorally. Research-based interventions will be provided to students within their specific area(s) of deficit. These students are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.

**Tier III**
- Few
- **3-5%**

In addition to Tier I, interventions are provided to students who have not made significant progress in Tier II, are 1.5-2.0 grade levels behind or are below the 10th percentile. Tier III interventions are more explicit and more intensive than Tier II interventions. Research-based interventions will be provided to students within their specific area(s) of deficit. These students, who are struggling academically and/or behaviorally are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.
Tier I

Core Instruction 80–85%
- High quality instruction aligned to Tennessee State Standards
- Instructional decisions driven by ongoing formative assessment
- High quality professional development and support

Ongoing Assessment

Does not meet grade-level expectations

Meets grade-level expectations

Exceeds grade-level expectations

Provide enrichment

If student is more than 1.5–2 years behind, may need Tier III intervention.
Areas of Deficit: A Universal Screener will explicitly measure...

- Basic Reading Skills (letters, letter sounds, phonological awareness, phonics)
- Reading Comprehension
- Reading fluency
- Written expression
- Math calculation (column addition, basic facts, complex computation, decimals, fractions, conversions, percentages, etc.)
- Math reasoning/problem solving (number and operations, base ten, place value, measurement and length, fractions, geometry, algebra, expressions, linear equations etc.)
What does your Universal Screener tell you?

<table>
<thead>
<tr>
<th>Standards based</th>
<th>Skills based</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Intervene on a standard</td>
<td>▪ Intervene on skill deficit/need</td>
</tr>
<tr>
<td>▪ Tells you what to reteach/remediate (Tier 1)</td>
<td>▪ Warning system for your most at-risk students and identifies discrete skill deficit(s)</td>
</tr>
<tr>
<td>▪ Adaptive. Task changes based on student performance</td>
<td>▪ Not adaptive. Task does not change based on student performance</td>
</tr>
<tr>
<td>▪ Does not consistently measure the same skill over and over to determine if intervention is working</td>
<td>▪ Consistently measures same skill</td>
</tr>
<tr>
<td></td>
<td>▪ Independent of grade level standard</td>
</tr>
</tbody>
</table>
Reteaching VS. Intervention

Reteaching
Tier I - Common Core Standards
- Goal is to reteach the standards with which students are struggling rather than specific skill deficits. These are your “bubble kids.”

Standards Based Assessment:
- Benchmark Assessment
- Summative Assessment
- Formative Assessment

Intervention
Tier II/III/Special Education Intervention
- Goal is provide research based interventions aligned to specific skill deficit(s) as identified by a universal screener.

Skills Based Assessment:
- Skills based universal screener aligned to area(s) of deficit
- Skills based Progress Monitoring specific to area(s) of deficit
Tier II

Targeted Intervention 10-15%

- Addresses the needs of struggling and advanced students
- Additional time beyond time allotted for the core instruction
- High quality intervention matched to student-targeted area of need
- Provided by highly trained personnel

Progress Monitoring required for data-based decision making

Does **not** meet grade-level expectations

Meets grade-level expectations

TENNESSEE DEPARTMENT OF EDUCATION
Tier II Interventions

- A change in intervention will be considered within each tier before moving to the next tier of intervention.
- **8-10 data points** (if progress monitoring every other week) OR **10-15 data points** (if progress monitoring weekly) are needed to make a sound data based decision.
- Number of data points reflects empirical research required to make an informed data based decision.
- The intervention must have empirical evidence supporting its use in remediating the area of suspected disability (i.e., Basic Reading Skills).
- A **skills based** progress monitoring tool must be able to provide evidence that the student did not make a sufficient amount of progress in the area of deficit.
Tier III

Targeted Intervention 3–5%
- Addresses small percentage of struggling students
- More explicit and more intensive intervention targeting specific area of need
- Intervention provided by highly trained personnel

Progress Monitoring required for data-based decision making

Does not make significant progress
Makes significant progress

Consider possible need for Special Education referral after Tier II and Tier III interventions and fails to make adequate progress based on gap analysis.
Does the student NEED more Intensive Intervention(s)?

- Students may immediately require Tier III intensive intervention.
  - If students are below the 10th percentile or 1.5 to 2.0 grade levels behind.
  - Data teams should make these decisions on an individual basis.

- Students who are immediately placed in Tier III level intervention must receive the minimum number of recommended minutes of intervention.

- The purpose of immediately placing a student in Tier III intervention is to increase the *intensity* of the intervention, not to shorten the *duration* of the intervention period.
Tier III Interventions

- A change in intervention will be considered within each tier before moving to the next tier of intervention.
- **8-10 data points** (if progress monitoring *every other week*) OR **10-15 data points** (if progress monitoring *weekly*) are needed to make a sound data based decision.
- Number of data points reflects empirical research required to make an informed data based decision.
- The intervention must be more intense than the intervention provided at Tier II.
- A **skills based** progress monitoring tool must be able to provide evidence that the student did not make a sufficient amount of progress in the area of deficit.
Student Screening: Does this require permission?

- Students may be screened by a specialist (e.g., school psychologist or reading specialist) at any time within the tiers to provide instructional and/or program planning information.

- Consent is not required for screenings that inform instruction/interventions within the tiers.
  
  Example: Phonics screening to determine specific interventions.
Initial Evaluations

- Initial consent may be obtained when the school has reason to suspect a disability
  - The school may suspect SLD if data indicates a student has not made sufficient progress when provided with research based interventions
  - If a disability other than SLD is suspected at any time, the student should be evaluated for that disability
- The team must complete all evaluations and establish the student’s eligibility for service within the initial evaluation timeline.
- The student will remain in intervention and will continue to be progress monitored while the requested evaluations are being completed.
- All information collected including the student’s responsiveness to intervention will be a part of the student’s eligibility determination.
TN SLD Definition Made Easy

**Condition 1**
Underachievement in:
- Basic Reading Skills
- Reading Fluency
- Reading Comprehension
- Written Expression
- Mathematics Calculation
- Mathematics Reasoning

**Condition 2**
RTI:
Insufficient response to scientific, research-based intervention.

**Condition 3**
Exclusionary Factors:
*Conditions 1 and 2 are not primarily due to:*
- Visual, Hearing, or Motor Disability;
- Intellectual Disability;
- Emotional Disturbance;
- Cultural Factors;
- Environmental or Economic Disadvantage;
- Limited English Proficiency; or,
- Excessive Absenteeism.
Re-evaluations as of July 1, 2014

- All re-evaluations for students with a Specific Learning Disability will be grounded in **progress monitoring data**.
- Existing data including ongoing assessments of progress and focused/diagnostic evaluations will be reviewed through the **Re-evaluation Summary Report** to determine if additional information is needed.
- A **gap analysis** will be completed and the student’s **ROI** will be calculated in order to determine the amount of services/intervention required to close the achievement gap.
- The level of service required (special education versus general education) will be used to negate or substantiate continued eligibility.
What happens if a Parent Requests an Evaluation?

- The team must complete the agreed upon components of the evaluation within the initial evaluation timeline (OSEP Memo 2011).

- The student may be eligible for services as a student with a Specific Learning Disability based **only** on the RTI² Framework.
  - No option to use discrepancy model.

- If the team lacks sufficient evidence to establish the student’s eligibility for services:
  - the team may agree to **request an extension** of the evaluation timeline.
    - OR
  - the student will be **made ineligible until** sufficient data can be collected.
Consider this...Special Education is not a place. It is the most Intensive Intervention!

Special Education Interventions:

- The student will remain in core, differentiated instruction (Tier I) within the general education curriculum to the greatest extent possible.
- The same problem solving approach used in the general education RTI² framework will be used in special education.
- Interventions will be tailored to the student in the area of identified disability, and progress toward their IEP goals will be monitored weekly or every other week.
- If students fail to respond to interventions provided through special education, an IEP team meeting will be reconvened.
Tier II, Tier III or Special Education Intervention: Core Instruction Plus A Skill Specific Intervention
Resources

[Website Link]

RTI.questions@tn.gov

[Website Link]

Follow RTI² on Twitter

@TnRti2
Special Education Framework

Focus on the IEP Writing Process
Number of Students Within Each Eligibility Category

Disability Categories
- Autism
- Deaf-Blindness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairments
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairments
- Other Health Impairments
- Specific Learning Disabilities
- Speech or Language Impairments
- Traumatic Brain Injury
- Visual Impairments

SLD: 41.43%
SLI: 22.37%
OHI: 12.72%
SLD: 0.52%
SLI: 1.73%
OHI: 0.52%
SLD: 6.27%
SLI: 2.65%
OHI: 4.33%
SLD: 0.01%
SLI: 6.09%
OHI: 0.51%
SLD: 0.27%
Students with Disabilities by Environment

**In General Ed**
- 80% or more of the day
- 40% - 70% of the day
- <40% of the day

- Separate School
- Residential Facility
- In General Ed Setting 80% or More of Day
- In General Ed Setting 40% - 70% of Day
- In General Ed Setting <40% of Day
- Parentally Placed in Private School
- Homebound/Hospital
- Correctional Facility

Number of Students
Policy Changes & Practices that will Impact the IEP

- **Identifying students with a Specific Learning Disability**
  - As of July 1, 2014, RTI² is the framework used by teams to identify a student with a Specific Learning Disability.

- **Evaluation timeline changes**
  - As of January 29, 2014 TN changed to a 60 calendar day evaluation timeline which aligns with federal guidelines. A program will be implemented within 30 calendar days from eligibility determination.
Policy Changes & Practices that will Impact the IEP

- Elimination of short term objectives
  - As of March 31, 2014, TN no longer has the requirement of benchmarks or short term objectives in IEPs, except for the students who participate in the alternate assessment
    - Progress monitoring tools will chart progress towards goals
    - Students receiving intervention through special education will be progress monitored in their specific area of deficit.
    - Communication regarding progress through regular progress reports
    - Academic Progress monitoring data will be shared with parents as frequently as non-disabled peers.
Special Education Framework: Instructionally Appropriate IEPs

- Tennessee Department of Education developed an IEP task force
  - A Multidisciplinary team (43) from across the state
  - Developed Special Education Framework Manual
  - Developed Implementation guide
  - Provided Trainings throughout the state summer 2014/2015
  - Only going training
Special Education Framework: Manual Overview

- Component 1: General Special Education Information
- Component 2: Evaluations and Eligibility
- Component 3: Narratives
- Component 4: Present Levels of Educational Performance (PLEP)
- Component 5: Measurable Annual Goals (MAGs)
- Component 6: Special Education Interventions
Special Education Framework: Manual Overview

- Component 7: Progress Monitoring
- Component 8: Core Instruction for Students with a Disability
- Component 9: Post-Secondary Transition Services
- Component 10: Accommodations
- Component 11: Delivery of Special Education Intervention and Services
- Component 12: Behavior, Assessment and Policy
On a Continuum, Specialized Education is the Most Intensive Intervention

- **Core Instruction Plus Tier II (30 minutes daily)**

- **Core Instruction Plus Tier III (45-60 minutes daily)**

- **Core Instruction Plus Sp.Ed Intervention (More Intensive than general education interventions)**
There must be a link between a Student’s Needs and the Interventions and Supports they Receive
Evaluations and Eligibility
Disability Categories

- Autism
- Deaf-Blindness
- Deaf
- Developmental Delay
- Emotional Disturbance
- Functional Delay*
- Hearing Impairment
- Intellectual Disability
- Intellectually Gifted*

- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech Impaired
- Language Impaired
- Traumatic Brain Disorder
- Visual Impairment
IDEA vs. DSM-V

IDEA

- Evaluations are conducted to determine eligibility for special education and related services
- Develop educational plan to meet individual student’s needs
- Child must demonstrate one of disabilities defined in regulations
- Disability must adversely impact education

DSM-V

- Evaluations conducted for the purpose of differential diagnosis
- Medical model
- Third party reimbursement
- Treatment planning
Two pronged approach

Eligibility

Eligibility criteria

Adverse Impact

Eligibility
Specific Learning Disabilities

“Specific Learning Disability” The term Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, and that adversely affects a child’s educational performance. Such term includes conditions such as perceptual disabilities (e.g., visual processing), brain injury that is not caused by an external physical force, minimal brain dysfunction, dyslexia, and developmental aphasia.
Specific Learning Disabilities

**Discrepancy**

- IQ = ability
- Achievement
- Is there a significant discrepancy between actual and predicted achievement?

**Response to Instruction and Intervention (RTI²)**

- Underachievement
- Lack of Response
  - Student Rate of Improvement (ROI)
  - Gap Analysis
- Exclusionary Factors
Rate of Improvement & Progress Monitoring

- **Progress Monitoring**: Progress monitoring is used to assess students’ academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

- **Rate of Improvement (ROI)**: The expected rate of improvement on progress monitoring assessments is the number of units of measure (e.g., words read correctly [wrc], correct responses, correct digits) a child has made per week since the beginning of the intervention. To discover this rate, teachers should divide the total number of units gained by the number of weeks that have elapsed. The ROI is compared to the improvement of a typical peer to determine adequate progress.
SLD Definition as of July 1, 2014

TN SLD Definition Made Easy

Condition 1
- Underachievement in:
  - Basic Reading Skills
  - Reading Fluency
  - Reading Comprehension
  - Written Expression
  - Mathematics Calculation
  - Mathematics Reasoning

Condition 2
- RTI:
  - Insufficient response to scientific, research-based intervention.

Condition 3
- Exclusionary Factors:
  - Conditions 1 and 2 are not primarily due to:
    - Visual, Hearing, or Motor Disability;
    - Intellectual Disability;
    - Emotional Disturbance;
    - Cultural Factors;
    - Environmental or Economic Disadvantage;
    - Limited English Proficiency; or,
    - Excessive Absenteeism.
SLD: Associated Deficits

- Academics
  - Specific area of deficit:
    - Basic Reading Skills
    - Reading Fluency
    - Reading Comprehension
    - Written Expression
    - Mathematics Calculation
    - Mathematics Problem Solving
Areas of Deficit: Reading

- Basic Reading
  - Phonological Awareness
  - Phonics

- Reading Fluency
  - Fluency

- Reading Comprehension
  - Text Comprehension
  - Vocabulary
Areas of Deficit: Math

Math Calculation

- Basic Facts
- Complex Computation
- Decimals, fractions, etc.

Math Problem Solving

- Numbers and operations
- Base ten
- Place Value
- Geometry, algebra, etc.
Instructionally Appropriate IEPs
There must be a link between a Student’s Needs and the Interventions and Supports they Receive
Core Instruction, Intervention and Transition leading to better post secondary outcomes

- Accommodation
- Progress Monitoring (Data)
- Special Education Intervention
- Narratives: Strengths, Concerns, Adverse Impact
- Measurable Annual Goal (MAG)
- Present Levels of Educational Performance (PLEP)
- Transition
- Core Instruction
Core Instruction and Transition

- ALL students are provided high quality core instruction based on TN state standards
- The most intensive interventions (special education), are in addition to core instruction-not a replacement
- Intervention
  - Based on individual area of need
  - Content/Skill specific
  - Does not necessarily include all content areas or skills
- Transition
  - Begins in kindergarten
  - Focuses on career and college readiness
  - Uses current and previous data to inform and guide Transition planning
Present Levels of Educational Performance (PLEP)
Present Levels of Educational Performance (PLEP)

- Describes the unique needs of the student that the IEP will address
  - Identifies the student’s level of performance using current data
  - Identifies the student's area(s) of strength
  - Identifies area of exceptionality (deficit)
  - Written in positive terms

- Describes **current** academic and functional performance

Without proper PLEPs, the IEP team **cannot** develop appropriate goals, accommodations, or select an appropriate program for the student.
6 Steps to Writing a Sound PLEP

1. Bring current data to the IEP meeting
2. Be very specific and make sure it is an accurate reflection.
   • Not how a student functions on a particular day, but consistently (show a pattern)
3. Review current test scores, progress monitoring, and evaluation results prior to the meeting
   • Ensure understanding of the student’s specific needs and current functioning levels
4. Write in positive terms
5. Describe the impact of deficit area on mastery of standard(s)
6. Use the “stranger test” to assess PLEP
   • Another district/teacher should be able to begin instruction immediately with the details in the IEP
Ex. PLEP-Associated Deficit in Reading

PLEP
- May be entered separately or May be entered under area of deficit (Basic Reading Skills) and all assessment in that specific area may be entered together.

Present Levels of Educational Performance

Test of Silent Word Reading Fluency (TOSWRF)

Area Assessed: Academics- Reading Fluency

Subtest: Reading Fluency
In looking at Susan’s protocol, it appears that she worked very slowly. She managed to divide 45 words on the form, but made 10 errors. Her descriptive rating indicated that she fell within the below average range.

Reading Fluency: Given a 1 minute grade level passage, Susan read 25 words correctly with 11 errors. This is significantly below the 10th percentile according to winter norms. Susan’s current reading fluency difficulties impacts her mastery of reading standards and access and participation in content instruction that requires reading.
Date Administered: 01/30/2014

* EXCEPTIONAL YES/NO (REQUIRED): Yes
Age Equiv.: 70  Grade Equiv.: 2.0  Percentile Rank: 13  Std. Score: 83
PLEP-Associated Deficit in Reading

Subtest: Basic Reading

Letter Sound Fluency: Given a 1 minute letter sound fluency assessment, Susan accurately sounded 42 letters. This represents the 45th percentile.

Word Identification Fluency: Given a 1 minute grade level passage, Susan read 25 words correctly with 11 errors. This is significantly below the 10th percentile according to winter norms. Susan’s current reading fluency difficulties impacts her mastery of reading standards and access and participation in content instruction that requires reading.

Date Administered: 01/30/2014
* EXCEPTIONAL YES/NO (REQUIRED): Yes
Example Present Levels of Educational Performance (PLEP)

- After you view PLEPS consider these questions:
  - Do you know in which area(s) the student is exceptional? Marked Yes
  - Do you know in which area(s) the student requires intervention?
  - Do you know where to begin instruction/intervention?
  - Do you know how the area of exceptionality is aligned to the standards?
  - Do you know how the area of deficit will impact the student on the Mastery of standards?
    - Ex. Reading fluency deficit will impact student throughout core instruction in all content areas.
    - Ex. Math Calculation deficit will impact student in content area(s) related to math.
Measurable Annual Goal (MAG)

- Core Instruction
- Transition

Accommodation

Progress Monitoring (Data)

Special Education Intervention

Narratives: Strengths, Concerns, Adverse Impact

Present Levels of Educational Performance (PLEP)
Measurable Annual Goal

Present Level of Educational Performance (PLEP)

Measurable Annual Goal (MAG)

MAG is linked to Present Levels of Educational Performance
MAG Summary

- Individual **needs** are the basis for a student’s goal
- Directly linked to the exceptional area(s) of the PLEP
- **Measurable** and very specific
- Numbers must be included in the goal
  - Rate of improvement may be used to set academic goals
- Must meet the student’s needs that result from the **disability** to enable the student to be involved and make progress in the general curriculum
<table>
<thead>
<tr>
<th>Condition</th>
<th>Student's Name</th>
<th>Clearly Defined Behavior</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the situation <em>(materials, settings, accommodations)</em> in /with which the student will perform the behavior.</td>
<td>he/she</td>
<td>Describe behavior <em>(what will she/he actually DO)</em> in measurable, observable terms using stems from standards</td>
<td>The <strong>level</strong> <em>(how well?)</em> the student must demonstrate for mastery: <strong>Number of times needed to demonstrate mastery</strong> <em>(how consistently?)</em> <strong>Evaluation Schedule</strong> <em>(how often?)</em> and method, <em>(how measured?)</em></td>
</tr>
<tr>
<td><strong>Given...,</strong></td>
<td><strong>will do this,</strong></td>
<td><strong>this well,</strong></td>
<td><strong>this many days/times,</strong></td>
</tr>
</tbody>
</table>
Measurable Annual Goal (MAG) Template:

- Given __________ (condition/materials/setting/accommodation), __________ (student name) will __________ (do what measurable/observable skill/behavior in functional terms), ______ (to what extent/how well to determine mastery), __________ (# of times/frequency/how consistently), by __________ (how often) evaluated/determined by ______ (measure)
Example Goals

**Reading**
- Given a curriculum based measure (at student instructional level after 1 year), Jennifer will read 94 words per minute with 95% accuracy for 5 consecutive trials on a 1 minute reading probe that will be completed 1x per week.

**Math Calculation**
- Given multiplication problems with 3-digit numbers and graph paper, Jack will follow the steps of computation in order to compute and answer the problems with 80% accuracy on 3 consecutive assessments within 1 month.

**Basic Word-decoding**
- Given a 1st grade curriculum based measure, without prompting, Frank will decode consonant-vowel-consonant-e words with 90% accuracy for 4 consecutive opportunities on a 1 minute probe that will be completed 1x per week.
Example MAGs

Behavior
- During unstructured tasks, Alison will remain within her desk work area, defined by tape and furniture with no more than 1 prompt for 80% of the activities within the school week as measured by a systematic observation tool.

Social/Emotional
- Given small group activities, Henry will participate as defined by sitting with his group and answering 2 questions on topic 80% of the opportunities given within a 2 week period.

Adaptive
- At lunch, Marcus will open food containers including plastic tubes, bags and paper wrappers with no assistance 90% of opportunities given within a month time frame.
Questions to Consider: Measurable Annual Goals

- When you review Measurable Annual Goals, ask:
  - Are they measurable?
  - Are they observable?
  - Are they reasonable?
  - Do they include criteria for mastery?

Ask:
- What skills does the student require to master the content of the curriculum?

Rather Than:
- What curriculum content does the student need to master?
Measurable Annual Goal vs. Short Term Objectives

**Measurable Annual Goal**
- Very specific, no longer broad
- Includes criteria for mastery within the goal
- May have more measurable annual goals if distinctly different skills

**Short term objectives**
- Instead progress monitor to show progress toward the MAG.
- If need short term objective you can still use them.
- Required for students on alternate assessment
Special Education Intervention

Accommodations

Progress Monitoring (Data)

Narratives: Strengths, Concerns, Adverse Impact

Present Levels of Educational Performance (PLEP)

MAGs

Core Instruction

Transition

Special Education Intervention
So in what area do we intervene?

- **PLEP:**
  - Current data

- **Exceptional PLEP requires a MAG**

- **MAG drives specific intervention**
### Re-teaching/Remediation vs. Intervention

<table>
<thead>
<tr>
<th>Re-teaching/Remediation</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier I - Common Core Standards</strong></td>
<td><strong>Special Education Intervention</strong></td>
</tr>
<tr>
<td>Goal is to reteach the standards students are struggling with rather than specific skill deficits. These are your students who are very close to reaching the next achievement level based on the curriculum standard measure.</td>
<td>Goal is to provide research-based interventions aligned to specific skill deficit(s) as identified by multiple sources of data including universal screening and progress monitoring information.</td>
</tr>
</tbody>
</table>
Questions to Consider for Intervention

- Are the interventions related to the student’s areas of deficit?
  - For example: reading fluency, math calculation, written expression
- Do the interventions relate to the measurable annual goal?
- What must the student know and be able to do?
- What accommodations/supports are needed to achieve the goal?
- What interventions are needed?
- How will we determine mastery?
- How will progress toward goal be monitored?
- What data must be collected and how often?
Accommodations

- Core Instruction
- Transition
- Progress Monitoring (Data)
- Narratives: Strengths, Concerns, Adverse Impact
- Present Levels of Educational Performance (PLEP)
- MAGs
- Special Education Interventions
Accommodations and Modifications

- Accommodations change **how** the student is taught or expected to learn.
  - provide equitable access during instruction and assessments and neither change the construct being assessed, nor compromise the integrity or validity of the assessment or content.
  - intended to reduce or even eliminate the effects of a student’s disability;
  - do not reduce learning expectations, if based on need

- Modifications change **what** the student is taught or expected to learn.
  - a change in what is being taught to or expected from the student
  - The least dangerous assumption would be that students are able to participate within the core curriculum **without** modifications unless student performance data indicates otherwise.
## Accommodations and Modifications

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic organizer</td>
<td>Partially completed graphic organizer with fewer links and less complexity</td>
</tr>
<tr>
<td>Text to speech with the book</td>
<td>Low level high interest reading with text to speech</td>
</tr>
<tr>
<td>Template for long division</td>
<td>Simple division facts with pictures, graphics, manipulatives, or number line</td>
</tr>
<tr>
<td>Raised line paper</td>
<td>Dotted words and letters to trace</td>
</tr>
<tr>
<td>Calculator</td>
<td>Modified rubric for presentation to include fewer elements and more explicit understandings</td>
</tr>
<tr>
<td>Class lecture notes ahead of time</td>
<td>Essential elements from instruction taught with hands-on materials</td>
</tr>
<tr>
<td>Completed agenda with homework expectations</td>
<td>Assessed on only a portion of the test or concept</td>
</tr>
<tr>
<td>Sensory break “pass”</td>
<td></td>
</tr>
</tbody>
</table>
5 Step Process for Accommodation Selection

1. Expect all students to achieve grade-level academic content standards
2. Learn about accommodations
3. Select accommodations based on student need
4. Administer accommodations during assessment
5. Evaluate and improve accommodation use
Progress Monitoring

Narratives:
- Strengths,
- Concerns,
- Adverse Impact

Present Levels of Educational Performance (PLEP)

MAGs

Special Education Intervention

Accommodations

Progress Monitoring (Data)

Core Instruction

Transition
Progress Monitoring and Data Based Decisions

When progress monitoring is implemented correctly, some of the benefits include:

- accelerated rate of learning because students are receiving more appropriate instruction;

- more informed instructional/reevaluation decisions;

- documentation of student progress for accountability purposes;

- more efficient communication with families and other professionals about students’ progress; and

- higher expectations for students by teachers.
Progress Monitoring and Data Based Decisions

- Progress monitoring should occur for students with disabilities as frequently as for their nondisabled peers.

- Ongoing assessment of student learning provides continuous feedback on the effectiveness of instruction and intervention.

- Data indicates areas where a change in instruction and intervention may be required.

- Data points can be used to make decisions regarding instruction and intervention. Once several data points are collected, a pattern of response can be investigated.
Instructionally Relevant Data/ Progress Monitoring May Include

- Structured observations of targeted behavior in class
- Student **self-monitoring** checklist
- Written tests
- Behavior charting
- Work samples
- Summative Assessments
- Formative Assessments
- Curricular Based Measures (CBMs)
- Academic achievement
- Functional performance
- Social development
- Physical development and management needs.
References

- http://www.ksde.org
- www.pattan.net
- Tennessee Department of Education Website
- TOPS (Transition Outcomes Project) Information
  http://cuttingedj.net/index.html
- GAO report on Problems that Impede Youth Transition
- NSTTAC - National Secondary Transition Technical Assistance Center
  http://nsttac.org/
- Transition Innovation – Region V Technical Assistance & Continuing Education Center (TACE)
  brown@ruralinstitute.umt.edu
Helpful Links

RTI Resources

- Tennessee Department of Education Website

- TOPS (Transition Outcomes Project) Information
  http://cuttingedj.net/index.html

- GAO report on Problems that Impede Youth Transition

- NSTTAC - National Secondary Transition Technical Assistance Center
  http://nsttac.org/

- Transition Innovation – Region V Technical Assistance & Continuing Education Center (TACE)
  brown@ruralinstitute.umt.edu

- Special Education -- State Personnel Development Grants Program
  www.tnspdg.com

Re-Evaluation Temporary Solutions

Free Resources

- EasyCBM.com
- DIBELS.com
- http://www.interventioncentral.org

Universal Design for Learning

http://www.cast.org/

http://www.udlcenter.org/
Tie Hodack
Tie.Hodack@tn.gov
Executive Director, Instructional Programs

Theresa Nicholls
Theresa.Nicholls@tn.gov
Director, Special Education Eligibility