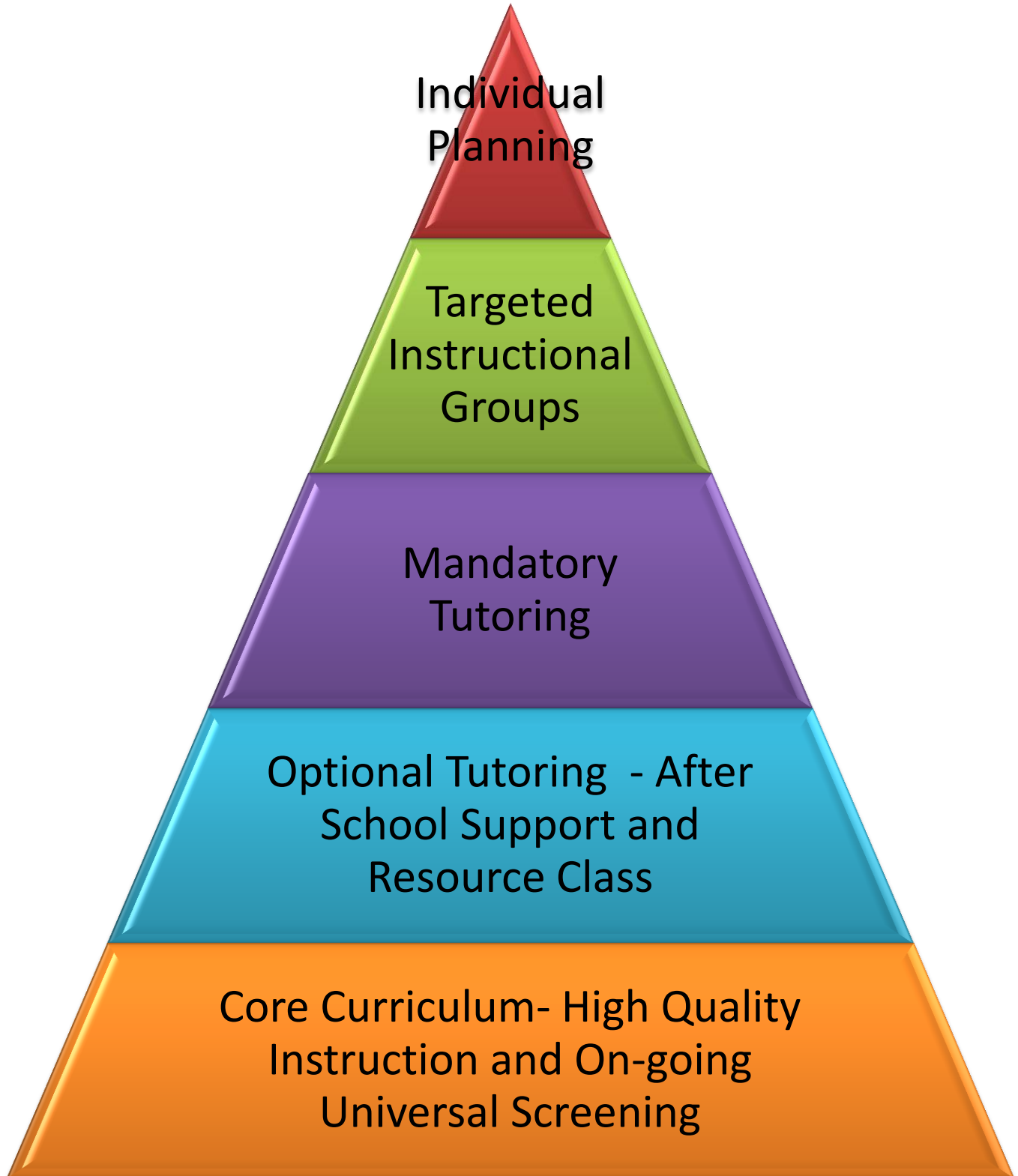


Chetek-Weyerhaeuser Area School District RtI Handbook

Pyramid of Interventions



What is Response to Intervention?

Response to Intervention (RtI) also referred to as Response to Instruction is a process for achieving higher levels of academic and behavioral success for all students through high quality instructional practices, continuous review of student progress and collaboration. The staff of the Chetek-Weyerhaeuser Area School District view RtI not only as a system to ensure success for all students but also as a framework for school improvement that embraces a systematic approach, which is used to understand how effectively a student learns when exposed to instruction. RtI has allowed for more timely response to all students when they fail to learn adequately. This system applies to all students regardless of subgroup or label.

Wisconsin Department of Public Instruction defines high quality instruction, continuous review of student progress and collaboration as shown below.

High quality instruction responds to individual differences in a learning community/classroom. Inherent to high quality instruction is rigorous content delivered through differentiated instruction. Instructional activities are culturally relevant and put the student at the center of academic and social learning, with the student's needs driving instruction, not programs or curricula. High quality instruction is vital to informing additional support, challenge, and intervention.

Continuous review of student progress involves a balanced, systematic process of constant inquiry that determines:

- *Where a student or a group of students is at (screening).*
- *How students are responding to differentiated instruction of the core curricula (ongoing assessment).*
- *How students are responding to additional support, challenge, and intervention (monitoring of progress).*

Collaboration is a process where people work together toward common goals. Collaboration as part of an RtI system includes:

- *Inclusive discussion and planning as part of building a solid foundation and infrastructure.*
- *Formal and informal discussion among educators and families about the individual needs of students.*

To best insure that all students learn, it is critical that a number of characteristics inherent to academic success are present. These characteristics include:

- high expectations for students and staff
- standards aligned curriculum
- high quality instruction
- Continual use of data
 - universal screening of all students
 - progress monitoring of students at risk for failure
- use of research-based interventions

Successful implementation of this framework in Wisconsin is based upon the following seven principles:

- *RtI is for ALL children and ALL educators.*
- *RtI must support and provide value to effective practices.*

- *Success for RtI lies within the classroom through collaboration.*
- *RtI applies to both academics and behavior.*
- *RtI supports and provides value to the use of multiple assessments to inform instructional practices.*
- *RtI is something you do and not necessarily something you buy.*
- *RtI emerges from and supports research and evidence based practice.*

*Note: Information has been taken from the Wisconsin Department of Public Instruction website.

To best address the learning needs of all children, educational services are provided in a tiered model of service delivery. At the base of this tiered model, all students receive high quality instruction based on comprehensive curricular units, collaborative teaching (co-teaching). This bottom tier is characterized by high expectations for students and staff, students having equal opportunity to learn, and on-going staff development. Another critical element of the bottom tier is universal screenings to identify students with additional needs. This includes identifying students who struggle to learn as well as identify students who have already mastered grade level benchmarks.

Students who score below these minimal benchmark levels on universal screenings receive additional time, intensity and focus as part of Chetek-Weyerhaeuser's value added model. In this tier, students are exposed to targeted interventions that are designed to remediate specific skill deficits. Students' progress is monitored carefully to insure that he/she is learning at a rate that will ultimately lead to closing the achievement gap between them and their grade level peers.

Students whose rate of learning does not lead to a rate of learning that will result in closing the achievement gap may require additional intensive intervention. This intervention is defined on an individual basis.

Chetek-Weyerhaeuser's Basic Paradigm

- All students can learn
- If they are not making progress, then we have not found the right method yet
- Decisions are best made with data
- The most effective way to improve an area of weakness is to increase the intensity, time and focus in this area.
- Use limited resources where we can have the most impact
- If data does not support strong universal instruction, tier 2 and 3 are not appropriate
- ALL students would benefit from this model

In Chetek-Weyerhaeuser a few critical philosophies are instrumental in the success of our students. First, schools systematically and comprehensively respond, not individual teachers, when a student doesn't learn. Our multi-layered collective response guarantees all students that struggle will receive additional time and support for learning. We realize the more people that support students in learning the better and collaboration is critical. Increasing time, intensity and focus for students in need makes student learning a constant. Universal screening and progress monitoring data directs decisions. We leverage relevant and timely data to evaluate current practices and adjust our focus. Use of research-based interventions selected based on data documented student needs further increases the likelihood of student success. We ensure a

guaranteed curriculum with the use of clearly defined learning targets aligned with common core that all students must learn. Learning is required rather than optional. High expectations for students and staff challenge assumptions about expectations of student learning potential. On-going professional development provides for increased staff learning and in turn increased student learning.

4 Basic Questions

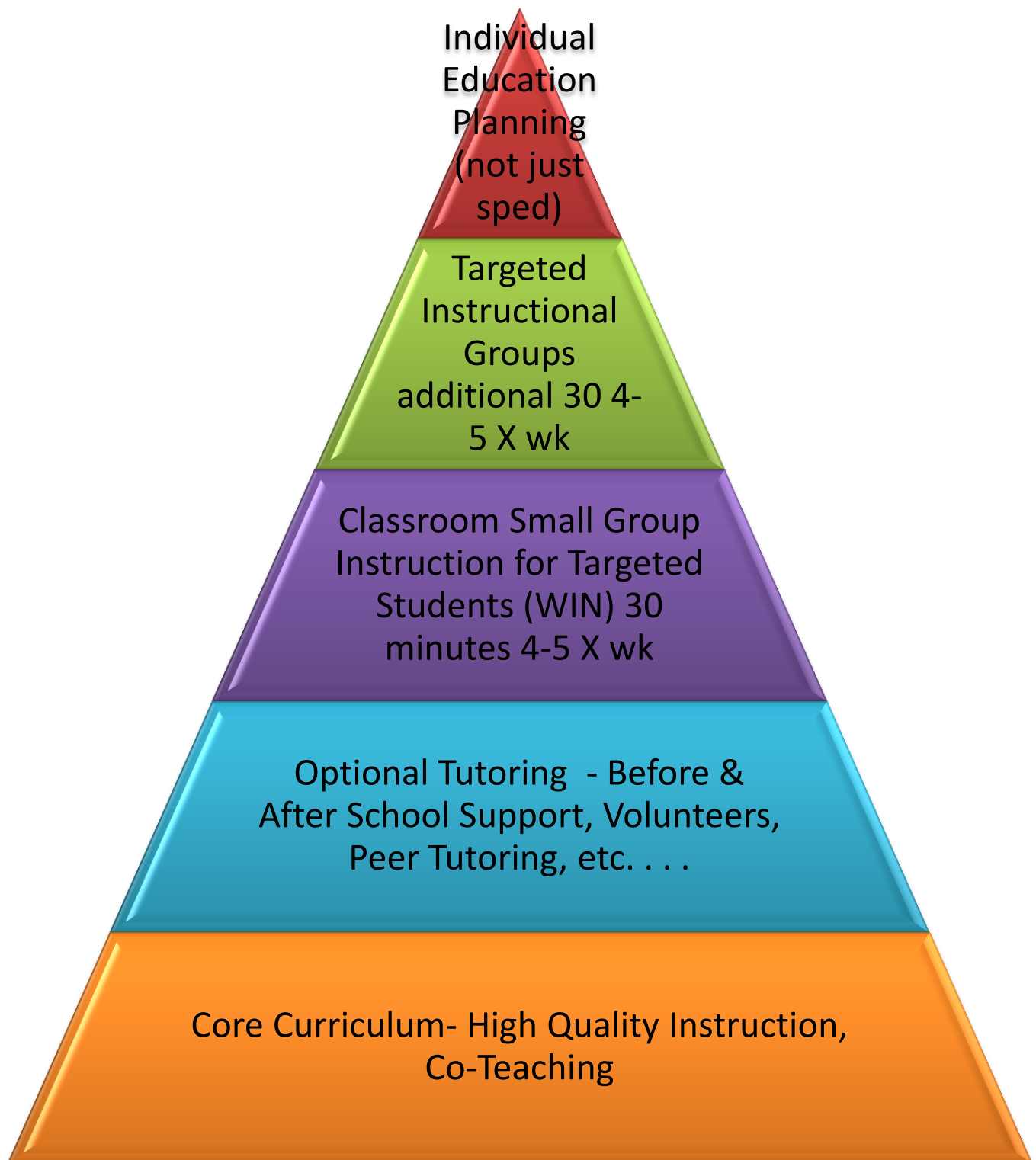
- What do we expect students to know and be able to do?
 - Clearly defined learning targets
- How will we know if they know it?
 - Creation of common assessments
 - Use of universal screenings
- What will we do if they don't know it?
 - Multi-levels of support and interventions
- What will we do if they already know it?
 - Multi-levels of support and enrichment

RtI in the Chetek-Weyerhaeuser Area School District

The Chetek-Weyerhaeuser Area School District continues to pursue a full model of RtI implementation for reading, mathematics, and behavior. As with any significant shift in operation, full implementation of the model is expected to take a number of years. The following details the RtI implementation as of the 2012-13 school year. It should be noted that a great deal of work continues to be needed to be done.

RtI at Roselawn Elementary

Roselawn Elementary School Pyramid of Interventions



Most students are able to learn successfully without any significant deviation from the core curriculum when high quality instruction is provided. Unfortunately, approximately one fifth of our students struggle to learn basic curriculum content and need additional support in order to make adequate gains. Even with this additional support, some students continue to struggle to learn. For these students we must continually increase the intensity of the instructional intervention as well as increase the frequency of progress monitoring.

In fitting with the district philosophy, the Roselawn RtI model is built as a value added model. The element at the base must be met before elements at the top of the model can be offered. If core curriculum offered in a content area is not proven to be of high quality, targeted instruction in that content area will not be sufficient. Thus work to improve the core curriculum and instruction will be completed prior to intensive targeted instruction in this area being offered. Our assumption is that the most effective way to improve an area of weakness is to increase the time, intensity and focus in that area. Core curriculum is considered to be essential for all students. As a result, time for targeted instruction is found outside of core instruction.

Co-teaching is a model used to support students with special education needs. Having one teacher who is considered a content specialist (general education teacher) and a second teacher (special education teacher) who is an instructional strategy specialists serves to better meet the needs of all students in the classroom. Based on individual student needs, classroom support is offered by para educators for high need students.

Universal Screening

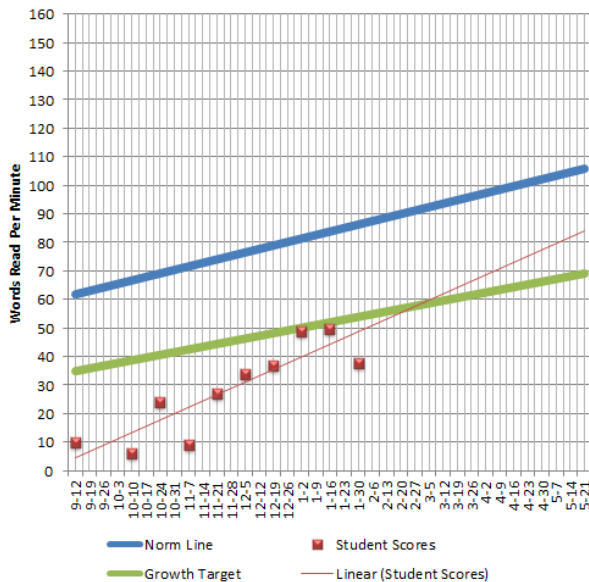
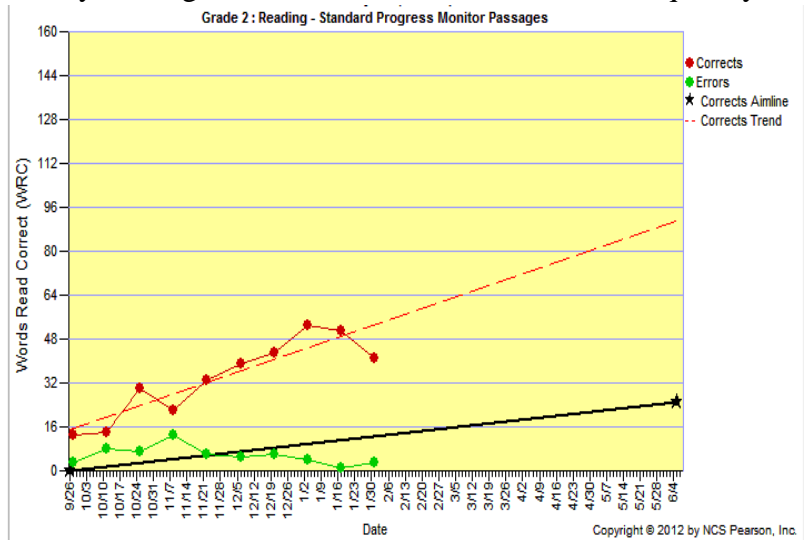
Kindergarten through fifth grade students are screened three times per year (September, January, and May) with AIMSweb and in-district assessments in the areas of reading, math and behavior. Students in grades one through five are administered the Measures of Academic Progress (MAPs) assessment each fall, winter and spring (September, January and April) in the areas of reading and math. Fifth grade is also assessed in language arts. Students in the 4 year old kindergarten program are screened with the use of the district created preschool profiles.

All educators are able to access their students' results at anytime. They also have access to longitudinal data for their students. Parents receive universal screening data in a chart format at each reporting period and at parent teacher conference. These charts are designed to show parents their child's progress towards grade level benchmarks and in relation to national and district norms. These reports make it easy to identify students who are not likely to meet grade level benchmarks without additional interventions.

A building RtI team meets after each benchmark testing period to review school-wide behavior and academic data to identify students not making adequate progress in our core programs. Grade level teams also examine data and discuss effects of instruction at the universal and targeted levels during their common planning time. Teams look closely at assessment results to ensure that data impacts instruction.

Progress Monitoring

Students in tier two or tier three interventions have their progress monitored using appropriate assessment tools. Most students' progress is monitored bi-weekly although students could be monitored as frequently as needed. The purpose of monitoring student progress is so that teachers and teams can see to what degree a student is responding to instruction/intervention. Students who do not respond at an adequate level require programming adjustments. The most common progress monitoring tools used for reading include oral reading fluency, MAZE, letter sound identification (TEL) and letter sound identification (TEL) any other assessment as need to monitor student's unique progress. Progress monitoring in the area of math uses a similar format as that for reading. Progress monitoring tools include MCOMP, MCAP and TEN. Additionally, students in the Voyager Math program often use VMath progress monitoring tools.



Progress monitoring data is charted to create an easy to read visual of student progress. Options for charting include AIMSweb which is shown above or in excel which is shown to the left. These charts are provided to parents at reporting periods and at parent teacher conferences. Students needed rate of improvement is compared to their actual rate of improvement to help determine if current intervention is adequate to meet students' unique learning needs. Progress monitoring charts provide a strong visual to help parents and educators monitor students learning growth in comparison with their peers. These charts display the slope of the learning growth in comparison with their peers and graphically display if student progress is closing the achievement gap between their performance and their peers.

Core Curriculum and High Quality Instruction

Extensive curriculum work has been conducted with extensive work done in the development learning targets for all grade levels and content areas. On-going staff development has been necessary to ensure high quality instruction. All students are given equal opportunity to learn with the use of co-teaching. Expectations for students have been increased with a higher rate of success than noted in previous years. For students with special education needs least restrictive environment is considered carefully. The most important "intervention" may be presuming that the student is competent to learn age-appropriate general education content in the general education classroom.

It is anticipated that approximately four out of five students will need only this base level of the pyramid to benefit educationally. If the core curriculum is inadequate and the goal of high quality instruction is

not met, it would be expected that an increased number of students will be unable to meet grade level benchmarks.

After School Support

Through the use of our Community Learning Center program we are able to offer optional tutoring to students before and after school hours. Students work with a mentor (community members, teachers, and others interested in guiding and supporting students). Students are selected for this program based on performance on benchmark and universal screening assessments. Selected students are provided targeted instruction in reading and in math. Transportation is provided for students to make this a more feasible option for parents.

Child Study Planning and Support

Two kinds of child study teams operate at the elementary school. The first set of child study teams act as problem solving teams that help teachers develop intervention plans for individual students. In this process, teachers are asked to present information including student academic and performance data. They also must summarize what it is they would like to see the student be able to do. This then focuses the problem solving team and results in an increased level of productivity.

The second problem solving team meets monthly to analyze student progress monitoring data for students in targeted instruction. This group calculates students expected achievement compared to their actual achievement in order to determine if the targeted instruction is adequate to close the achievement gap. Before changes are made to a student's targeted instruction, a general rule is to allow for a minimum of six weeks of targeted instruction and at least three data points.

Classroom Small Group Instruction for Targeted Students

In addition to solid core curriculum and high quality instruction many students also benefit from small group instruction. With the creation of intervention and enrichment times (WIN time-what I need) teachers are able to group students and provide differentiated instruction based on students unique needs. During this time flexible groups are created based on skill levels and instruction is provided based on need. All teachers at a given grade level have WIN time at the same time which allows for more flexibility in groupings. Lower level RtI groups occur at this time. This is a time where no new instruction is occurring so students do not miss instruction in order to receive interventions.

Targeted Instructional Groups

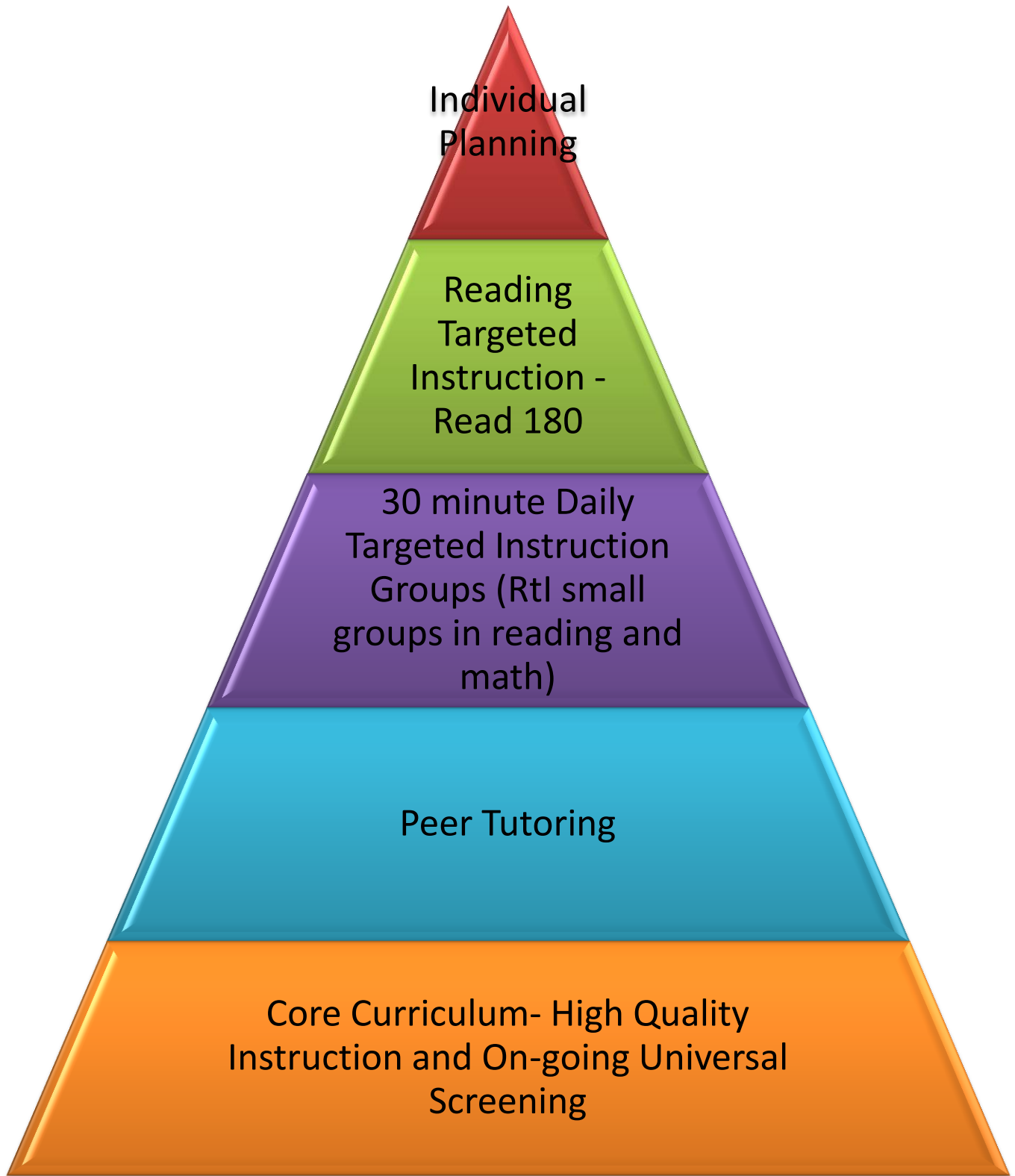
Despite all our efforts, some students continue to struggle to learn. These students require more targeted instruction. Students meeting criteria for targeted instruction are provided intensive focused instruction in a small group (not more than four) at least 30 minutes four times a week. Interventions are determined based on a standard protocol. Some programs have been found to have a high rate of success. These interventions are attempted first. Examples of programs in reading that have been found to have a high rate of success includes Read Naturally, My Sidewalks, DI, LIPs, Visualizing and Verbalizing, Lexia, LLI, Voyager Math and Number Worlds. Students at this level have their progress monitored at a minimum bi-weekly and their progress carefully charted. The slope of the student's learning is monitored carefully to ensure a reduction in the achievement gap. Instructors include classroom teachers, Title I teacher, and in some cases very skilled para-educators.

In the area of behavior, select students are provided targeted instruction in social competence by the school guidance counselor or volunteer on a weekly or bi-weekly basis. This instruction is provided in small group or individual basis as appropriate.

Individual Education Planning

Although the term individual education planning is commonly thought of as special education specific, in the school district of Chetek-Weyerhaeuser, it refers to the planning that is done specifically to any child who is not making satisfactory progress when provided targeted instruction. Individual planning requires problem solving to develop an intervention plan. Intervention plans vary from student to student and could include more frequent monitoring, double shots of targeted instruction, or additional tutoring.

RtI at Chetek-Weyerhaeuser Middle School



The Chetek-Weyerhaeuser Middle School has a framework that includes a viable curriculum, data-driven focus and collaborative systems. This includes clearly defined learning targets, a systematic and comprehensive examination of data and the reliance of teams to address critical issues. CWMS RtI model takes part of the high school RtI model and part of the elementary model to make one well-balanced system for improvement that fits students at their age level.

Universal Screening and Progress Monitoring Data

Six through eighth grade students are screened three times per year (September, January, and May) with AIMSweb and in-district assessments in the areas of reading and math. Students are also administered the Measures of Academic Progress (MAPs) assessment each fall, winter and spring (September, January and April) in the areas of reading, language arts and math.

A building RtI team meets after each benchmark testing period to review school-wide academic data to identify students not making adequate progress in our core programs. Grade level teams also examine data and discuss effects of instruction at the universal and targeted levels during their common planning time. Teams look closely at assessment results to ensure that data impacts instruction.

Students in intervention have their progress monitoring carefully and charted for easy analysis of needs. Progress monitoring is done with the use of AIMSweb probes and Microsoft excel charts.

Strategic Instructional Groups

Students meeting criteria for targeted instruction are provided intensive focused instruction in a small group at least 30 minutes four times a week. Examples of programs in reading that have been used include Learning Odyssey, Read Naturally, and Accelerated Math. Students at this level have their progress monitored at a minimum bi-weekly and their progress carefully charted. The slope of the student's learning is monitored carefully to ensure a reduction in the achievement gap.

Targeted Instruction

Targeted instruction is offered in the area of reading. Approximately 30 middle school students are provided very intensive and focused reading instruction. The class is a yearlong class that meets 60 minutes daily. The class is taught as a co-teaching station approach using the Read 180 program and is taught by a special education and a general education teaching team. Student individual progress is monitored using oral reading fluency and lexile scores.

RtI at Chetek-Weyerhaeuser High School

Chetek-Weyerhaeuser High School Pyramid of Interventions



The high school experience is intended to build a strong educational foundation preparing students for their future after high school. This is a time when the family and school can work together helping students realize their full potential.

Our foundational beliefs at Chetek-Weyerhaeuser High School include:

- Take Care of Each Other (Relationships)
- Work Hard (Rigor)
- Perform at High Levels (Relevance)

Chetek-Weyerhaeuser High School is focused on providing a high quality education to all students. Students have access to a wealth of opportunities including liberal arts curriculum, vocational curriculum, encore or exploratory curriculum, college preparatory curriculum, as well as advanced placement curriculum. Students are encouraged to challenge themselves by being involved in academic as well as co-curricular opportunities. It is our expectation that if students challenges themselves appropriately, they will be prepared to pursue their dreams, perform at high levels, and compete with any student from any high school in the country.

Some students need more intensive guidance than others to access curricular opportunities. Below summarizes some of the interventions used to better met students' needs and increase student learning.

Core Curriculum and High Quality Instruction

Extensive curriculum work has been conducted with extensive work done in the development of unit design for all courses. On-going staff development has been necessary to ensure high quality instruction. Course selections have been increased significantly to allow for more offerings for students.

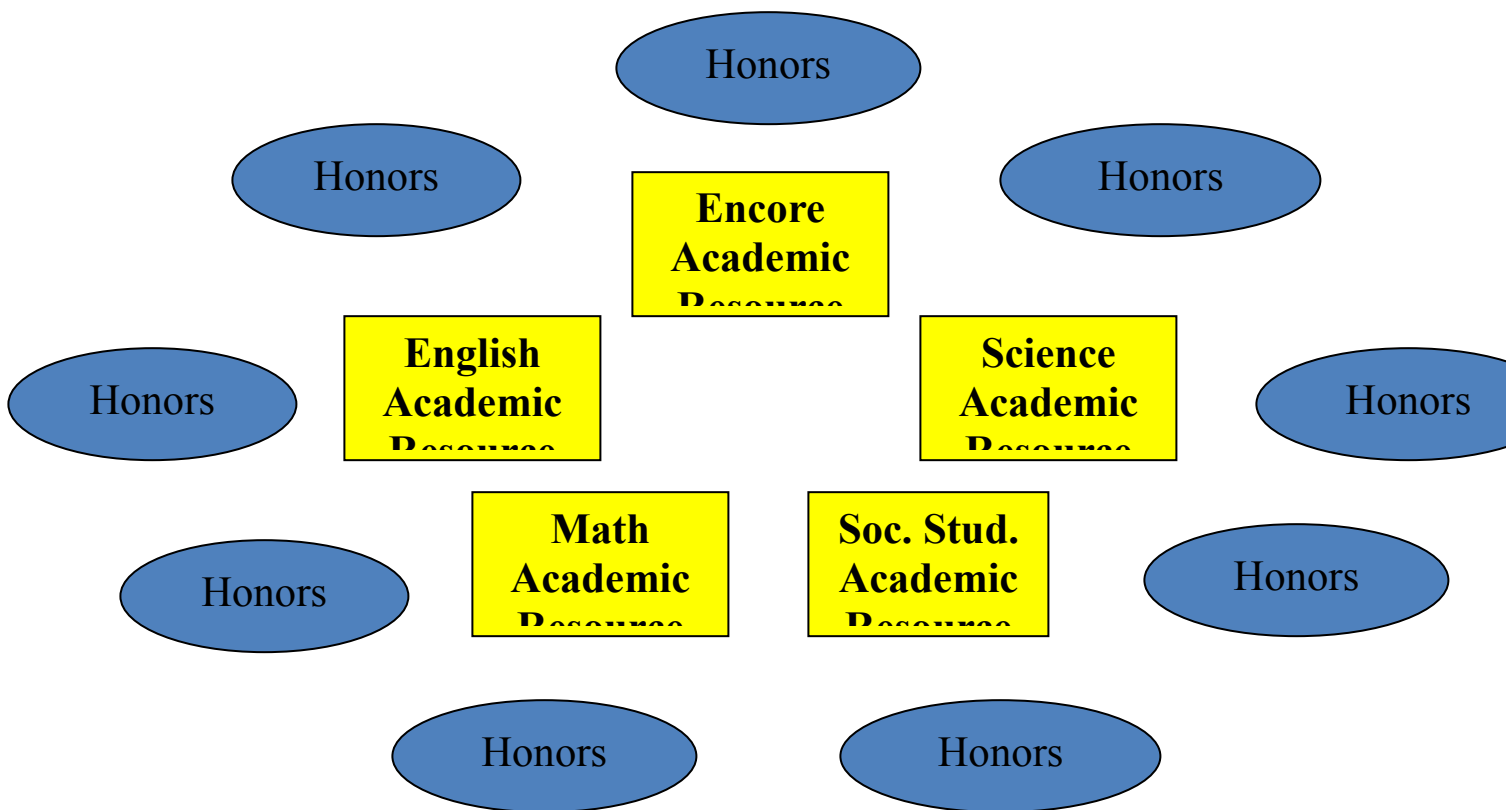
All students are given equal opportunity to learn with the use of co-teaching. Expectations for students have been increased with a higher rate of success then noted in previous years. For students with special education needs least restrictive environment is considered carefully. The most important "intervention" may be presuming that the student is competent to learn age-appropriate general education content in the general education classroom.

Universal Screening and Progress Monitoring

Some limitations are noted at the high school level in the area of data. However, CWHHS uses Measures of Academic Progress for grades 9 and 10 in the areas of reading, language arts and math. EXPLORE and PLAN assessments also are used as indicators of potential needs and student strengths. Learning targets are clearly defined and posted and instructional activities and assessments are aligned to learning targets. At the high school level grades must be based only on academic achievement (various assessments, projects, portfolios, presentations). Participation and effort (attendance/behavior) cannot be graded academically and practice (homework) should be 10% or less. Instruction includes reassessment opportunities and timely and meaningful feedback. This guarantees grades change as learning changes. As a result grades are used as a universal screener. In particular missing assignments and scores on assessments are important details.

Optional and Mandatory Tutoring

All students are provided a resource period. Students that are failing any class will be assigned to the specific “Academic Resource” (mandatory tutoring) and then return to the “Honors Resource” (optional tutoring) when they are passing. Academic resource is provided to failing students by content teachers in their area of difficulties.



Targeted Instruction

Targeted instruction is offered in the area of reading, math and language arts. Approximately 30 high school students are provided very intensive and focused reading instruction as an English elective. The class is a yearlong class that meets 60 minutes daily. The class is taught as a co-teaching station approach using the Read 180 program and is taught by a special education and a general education teaching team. Student individual progress is monitored using oral reading fluency and lexile scores.

Math intervention and language arts intervention is also provided to students based on needs. The interventions are provided by certified teachers. Interventions are provided in 60 minute increments in very small groups to allow for one-on-one instruction and support. Students’ progress is monitored using Learning Odyssey assessments and Skill Pointer Assessments. Students receive general elective credits in these areas and are still required to take all required classes for graduation. Students can be exited out of the class at any time based on their progress.

Alternative Options

A small number of students at the high school level require more significant options in order to obtain a high school diploma or in order to increase their skills. Some of these options include credit recovery, Alternative School Programming, and HSED. On-line classes, evening classes and skill tutor programs have all been utilized. The Learning Options Program (LOP) has a mission of “Every Child a Graduate”.

The goal of this program is to recognize all styles of learners and designs individual learning plans for students involved in the Learning Options Program. Programs available include online classes, credit recovery, and advanced placement. The credit recovery program is designed for students who struggle academically and are behind in their class in graduation requirements. The program modifies the learning program to get students who are motivated to get back on track to graduate.

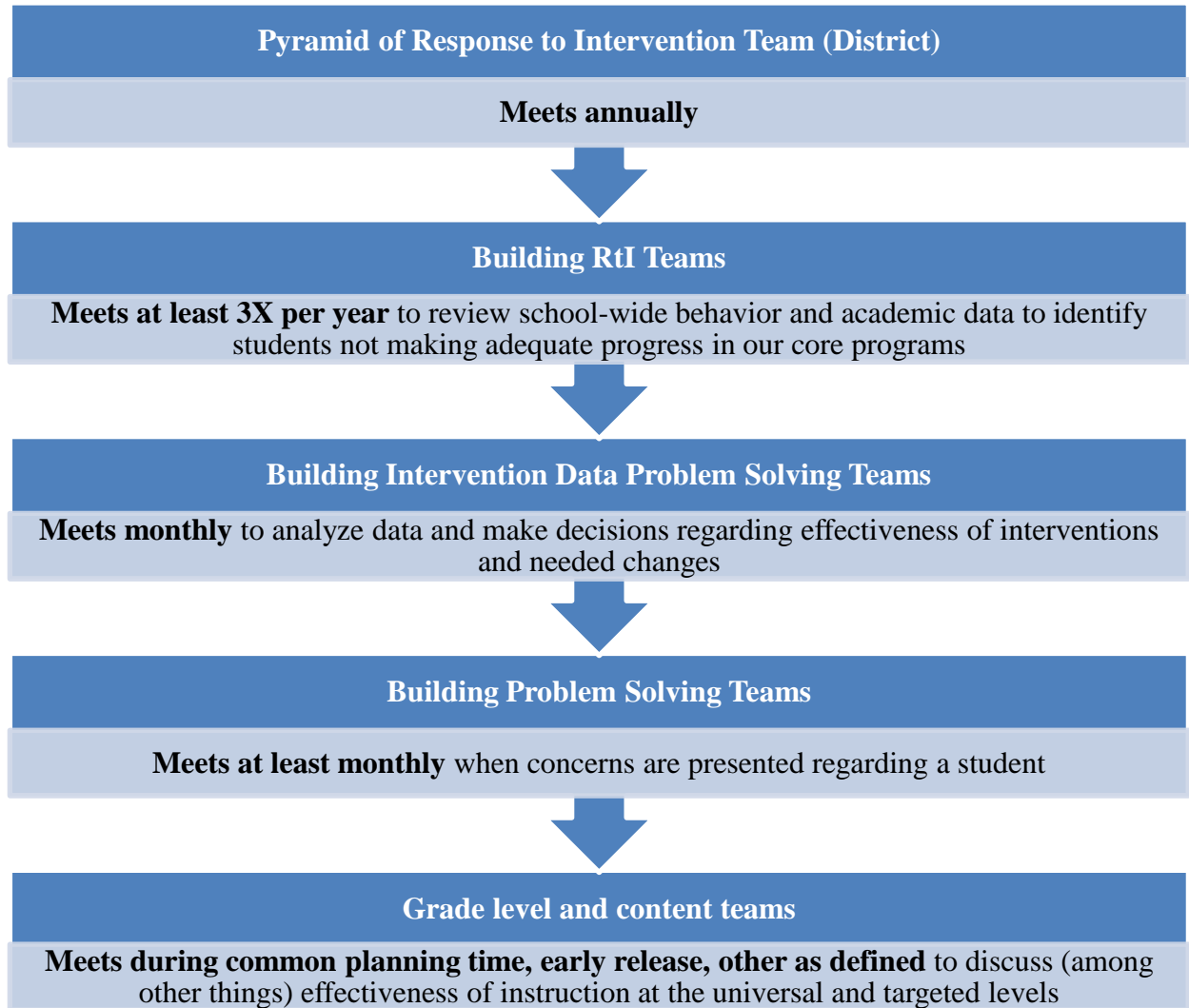
Individual Education Planning

Although the term individual education planning is commonly thought of as special education specific, in the school district of Chetek-Weyerhaeuser, it refers to the planning that is done specifically to any child who is not making satisfactory progress when provided targeted instruction. Only a very small number of students require this level of individual planning. Individual planning requires problem solving to develop an intervention plan. Intervention plans vary from student to student and could include anything determined appropriate by high school staff.

CWASD Pyramid of Response to Intervention Team Process

The Chetek-Weyerhaeuser Area School District is committed to ensuring that a systematic and comprehensive response occurs when one of its students fails to learn at high levels. This section is designed to clarify the activities and procedures involved in designing and implementing general education interventions for its students. The following procedures must be followed as CWASD staff collaborates in the development of plans to meet individual student needs. These procedures are essential to ensure that all students achieve at high levels.

Chetek-Weyerhaeuser Area School District Team Structure:



Our basic process requires that interventions are designed using a problem solving process. As professional learning community (PLC) problem solving teams define the problem, determine what is happening, and decide what they are going to do about it; questions will need to be addressed to determine the resources that will be necessary to implement necessary interventions.

The District Pyramid of Response to Intervention team meets yearly to provide guidance and direction to building RtI teams and to insure consistency between buildings. They also made decisions about how to implement interventions and how to distribute district resources.

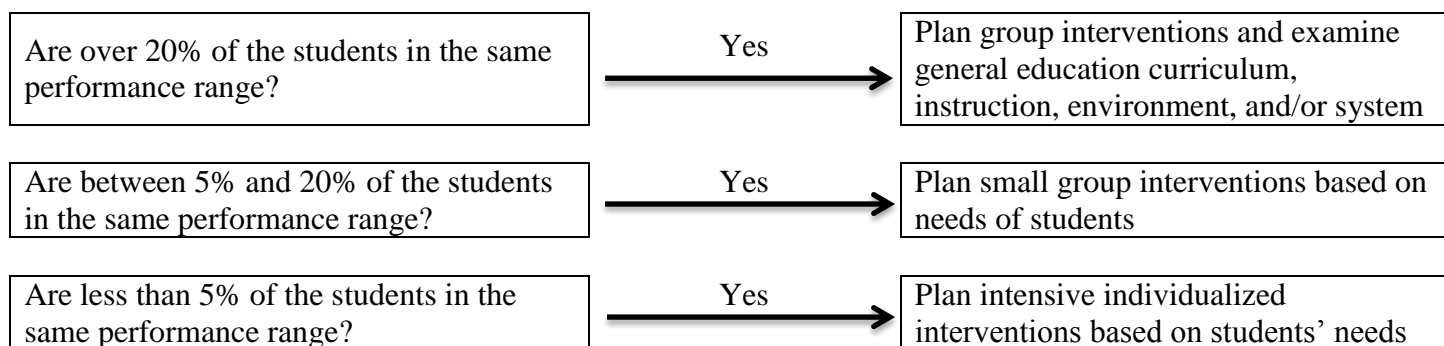
The district has three Building Response to Intervention teams that each meet 3 times a year, immediately after universal screening assessments. Their objective is to use data to identify students needing interventions and enrichment based on the criteria defined. To do this updated data is added after each universal screening assessment window and is color coded based on building criteria.

Building interventionists meet as an Interventionist Problem Solving team monthly to review progress monitoring data for students in interventions (both in and out of classroom). The goal is to make decisions regarding effectiveness of interventions and identify when a change is needed. In addition to reviewing student plans and progress monitoring data, this team also checks for fidelity of intervention implementation when needed.

Building Problem Solving teams are the same as Child Study teams and meet as needed. They take in referrals and provide opportunity for teachers to support teachers. Because other systems work so effectively, this team rarely is needed.

Decision Making Rules

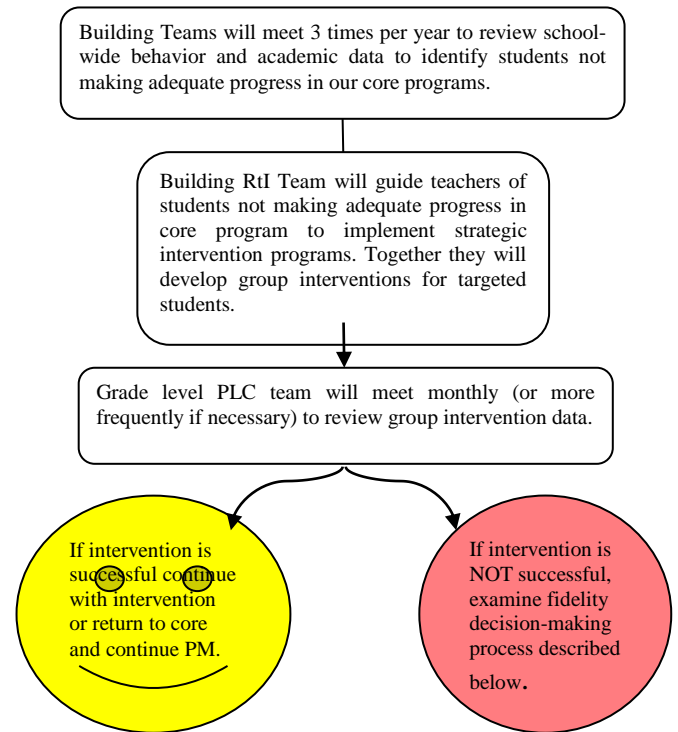
The decision regarding whether or not an intervention should be implemented with the intention of impacting the learning of a single student or group of students, should be based on the similarity of the needs of students within the school. The following logic is utilized in making decisions regarding how to organize resources to implement interventions. When a team is considering interventions for any student, they should consider the following questions:



Decision-making involves looking at the performance of all students and determining if interventions need to be implemented at the school, classroom, or individual level. If there are students who have significant individual needs, they will require highly intensive interventions to be successful. By considering interventions on a school-wide basis, resources are used more effectively and interventions can be implemented proactively. Rather than planning interventions for one student at a time, interventions are implemented that will benefit all those students who need them.

Increased Intensity of Intervention

Intervention intensity will be based on the severity of the achievement gap between students and peers, student response to intervention(s), and rate of progress. Unless a significant need is already documented based on the three areas just noted, classroom interventions will be attempted before more intensive interventions are considered. The flow chart shown outlines the basic process to develop classroom interventions.



Criteria for Interventions

Interventions are planned, strategies or activities designed to change student behavior. The problem solving process to determine appropriate interventions must include a written plan based on individual students' problem and include the following basic components.

- Clear Problem Identification
 - A clear statement of the problem and definition of the target behavior.
 - A problem analysis which leads to an intervention decision.

- Systematic Data Points
 - A baseline or pretreatment level of performance.
 - Assessment tools all meet minimal requirements of reliable and valid.
 - Measurement strategy - a plan for measuring outcomes that can be used to make data-based adjustments as needed during the course of the intervention.
 - Decision making plan - a plan for frequency of data collections and methods used to summarize and evaluate data. Progress monitoring increases with severity of need. Weekly or bi-monthly progress monitoring would be considered standard at elementary level. Less frequent progress monitoring may occur at the middle and high school, however, as intensity of need increases so will the frequency of progress monitoring.
 - Ongoing monitoring - behavior levels at predetermined monitoring timelines that are represented visually on graph or table using least squares regression calculations.
 - Outcome data - level of performance after intervention.

- Scientific Research-Based or Evidence-Based Intervention that Include
 - Implemented with fidelity (Applied in a manner highly consistent with its design, closely aligned to the student need).
 - Used with individual or small groups of students.
 - Focused on a single or small number of discrete skills and closely aligned to individual learning needs of student (area of concern).
 - Include substantial number of instructional minutes beyond what is provided to all students.
 - A goal to indicate the outcome of the intervention.
 - A description of the actual procedures and strategies including what is to be done, when, how and by whom.
 - Intervention is culturally responsive.

- Plan to Monitor Treatment Integrity
 - A plan for monitoring the degree to which an intervention is implemented as planned.

What is not an intervention?

There are times as educators that we will work together to improve a student's situation, but the activities do not meet the criteria of a PRtI intervention. A few common examples are summarized below.

An intervention is not simply placing a student in a program, service, or setting. While the program, service or setting may be the appropriate setting in which to conduct an intervention, the placement alone will not meet the criteria for an intervention.

Not all CWASD staff activities would be extensive enough to meet the criteria for interventions. For example, advice and consultation contacts which are not child specific, not targeted to a specific behavior, or which do not generate data that can be graphed or tabled to show change over time such as:

- Assistance with compliance issues
- Parent contacts
- Discussion of management systems
- Attendance at meetings, reviews, or conferences
- Assistance with instructional methods and materials (non-child-specific)

Finally, changes made in setting demands to accommodate for individual student need to enable a student to benefit from the educational program without intending to change student behavior would not meet the criteria of an intervention. An accommodation may be important to include in an intervention plan, but alone will not change student behavior. For example, putting books on tape to enable a student access to print would be an appropriated accommodation for a student with a reading problem, but this activity would not result in a change in the student's reading performance.

Responsibility of Interventions

This is to be determined at the meeting where interventions are planned. As a rule, interventions should not be seen as plans designed and written by RtI staff to be carried out by teachers. Teachers should be actively involved in the planning process. RtI staff cannot be primarily responsible for carrying out long-term regular class interventions. Intervention plans should be written with the understanding that support staff members will most heavily be involved in the beginning and will gradually reduce their time commitment as the plan succeeds. Good intervention plans are designed to become a part of the class routine if successful.

For students not making adequate progress in classroom interventions, more intensive interventions may be necessary in addition to interventions occurring within the classroom. In many cases, these more intensive interventions will be provided by RtI staff or staff other than the classroom teacher.

Parent Involvement

It is expected that parents are made aware of and have the opportunity to be involved in intervention planning. Problem-solving team members are responsible for clearly communicating with parents about the interventions and monitoring strategies.

Intervention Documentation

Adequate documentation of interventions requires planning that will not inhibit the process by requiring excessive paperwork for PLC and problem solving teams, but will provide sufficient data and information to support decisions. Records of the intervention efforts and effects at all levels of problem solving are extremely important as interventions become more intensive. Having adequate documentation at early levels can eliminate redundancy and improve decision making.

Each intervention will be documented using the intervention planning form. Effects of each intervention will be monitored with progress monitoring data which will be charted for easier examination.

Treatment Integrity

When developing interventions, it is important to make a plan for how the integrity of implementation will be monitored. To use the results of an intervention to consider initial special education entitlement, monitoring of treatment integrity is required. The question answered when monitoring treatment integrity is: "Is the intervention being implemented as designed?"

Fidelity will be monitored with the use of fidelity checklists and observations. Teams should work together to determine the method that will provide them with necessary information about treatment integrity. See the section on fidelity checklists. More formal fidelity processes will be implemented if more than 50% of the students in the small group are not making adequate progress.

Decisions if 50% of the students in the small group are not making progress:

1. Check implementation fidelity
 - a. If fidelity is acceptable (80% or above), increase intensity (alternate elements such as increasing time, opportunities to respond, pacing)(also consider establishing another small group if similar needs)
 - b. If fidelity is not acceptable (less than 80%), work to increase fidelity.
2. Examine Instructional Plan
 - a. If fidelity is acceptable (80% or more), intensity has been increased and progress monitored for about six weeks with still little or no improvement, examine the match between diagnosed needs and the instruction provided.

Decisions if less than 50% of the students in the small group are not making progress, the following steps should be taken for those students:

1. Increase intensity (alterable elements, such as increasing time, opportunities to respond, pacing)(also consider establishing another small group with similar needs)
 - a. If intensity has been increased and progress monitored for at least six weeks with still little to no improvement, examine fidelity.
 - b. If intensity has been increased and time allowed to measure progress and fidelity is not acceptable (above 80%), continue intervention and work to increase fidelity of implementation.
2. If intensity has been increased and fidelity is adequate (above 80%) and time allowed to measure progress, examine instructional match.

Treatment Integrity

