

Response to Intervention (RTI)

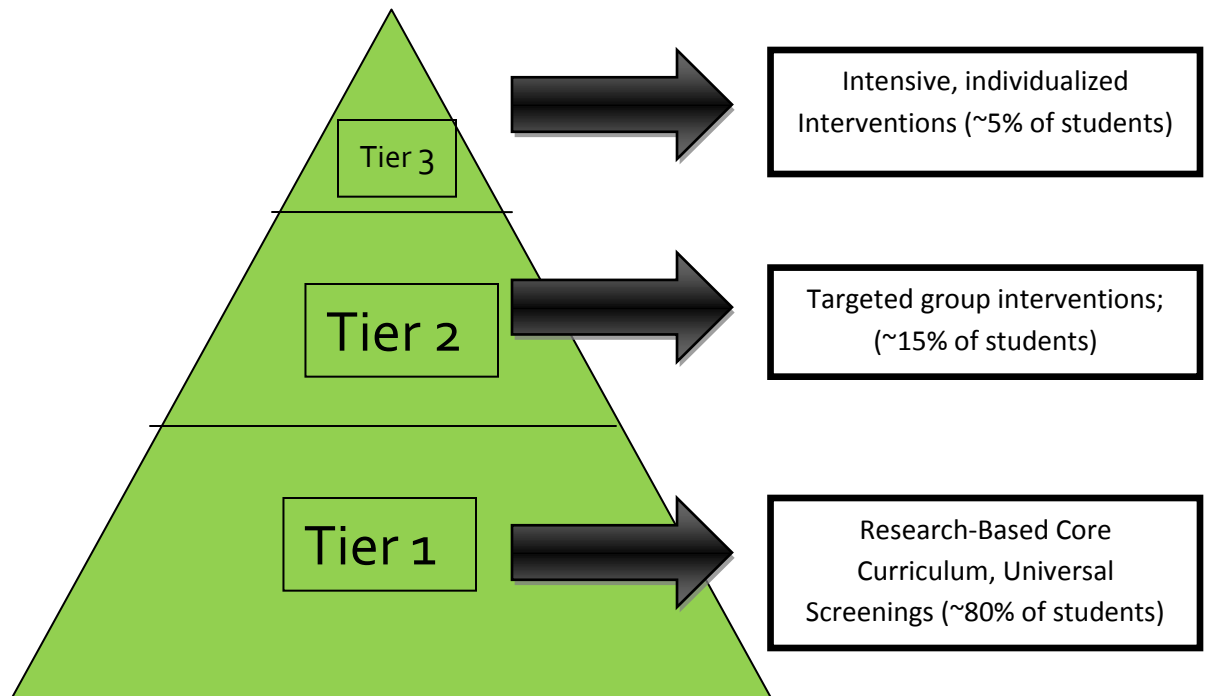
First Edition

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Response to Intervention (RTI)

Response to Intervention (RTI) is a general education framework that promotes high-quality, research-driven instruction for all students through the use of universal screenings, differentiated instruction, targeted interventions for struggling students, and continual monitoring of progress towards goals. For RTI to be most effective, it requires collaboration among administrators, teachers, students and parents. RTI follows a three-tiered approach to address student needs.



Tier 1 provides a research-based instructional program for all students. All students are given universal screenings throughout the school year to proactively investigate student needs in both academics and behavior. Tier 2 provides targeted group interventions that are research-based in addition to the core instructional program. Tier 3 provides intensive, individualized interventions for students with significant academic and/or behavioral needs in addition to the core instructional program.

Need for Response to Intervention

Although Morris Jeff Community School (MJCS) students continue to make great progress, some students struggle to meet academic and/or behavioral expectations. RTI addresses struggling students' individual needs through meetings, interventions, and progress monitoring. RTI's intent is to ensure all students' needs are met through a systematic and

scientific approach. RTI is a preventative framework designed to significantly reduce the number of students placed in special education.

The Leadership Teams

The school's leadership teams are designated by the principal. At Morris Jeff Community School (MJCS) the leadership teams are the Student Assistance Team (SAT) and the Positive Behavior Interventions and Supports (PBIS) Team. The SAT is responsible for both school-wide and individual student progress in the areas of academics and individual progress in behavior. The SAT makes decisions about student instruction, monitors progress and ensures fidelity of interventions through the use of academic and behavior data. The PBIS team promotes a positive learning culture that is centered on the school's core values and school-wide expectations. Interventions and supports are based on a three-tiered instructional system that uses behavior data to monitor student progress. School-wide incentives and rewards are established for positive behavior support, and targeted interventions are enacted for at-risk groups and high-risk students.

Student Assistance Team (SAT) Functions

- Use Universal Screenings to identify struggling students.
- Provide teachers and support staff with training, supports and necessary materials.
- Facilitate intervention process
- Assist teachers in monitoring progress of students
- Assist teachers in analyzing data from the intervention process
- Participate in data-driven decisions about school, grade, class, and student level progress

Positive Behavior Incentives and Support (PBIS) Team Functions

- Create school-wide systems and routines for teaching students school values.
- Progress monitor school data around absenteeism, behavior referrals, suspensions, etc.
- Provide positive reinforcements for students and staff who exhibit school values.

Team Meetings

Every two weeks the SAT meets. The PBIS team meets on a monthly basis. All meetings adhere to the following procedures.

- Printed agenda outlines meeting purpose
- All participants sign a sign-in page
- Data is reviewed
- Data drives meeting decisions
- Support systems are adjusted when there is inadequate progress
- Goals and expectations are clearly defined and outlines for the next meeting planned
- Notification of parents for students receiving interventions

Team Roles

Team members for the School Assistance Team (SAT) may change based on whose expertise is needed for a given meeting. However, there is a core membership that stays constant throughout the school year including the Principal, SAT Chairperson, Director of Special Education, reading interventionist, classroom teacher, and school social worker/nurse as needed.

Principal

- Designates SAT Chairperson
- Provides scheduling to accommodate intervention process
- Provides resources to support personnel who facilitate the intervention process

SAT Chair

- Schedules meetings and informs team members and parents (as needed) of meeting dates
- Initiates meetings with broad overview of agenda, records minutes, and keeps a log of reviewed data
- Maintains files for SAT paperwork
- Processes referrals for special education evaluations

Director of Special Education

- Provides support and mentoring to teachers in differentiation
- Reviews student progress monitoring data
- Assists with development of classroom intervention plans

Reading Interventionist

- Works directly with students to provide necessary intervention services.
- Assists with the implementation of interventions.
- Reviews school-wide student progress monitoring data

Classroom Teacher

- Seeks expertise of SAT due to academic or behavioral performance of students within his/her class
- Assists with the development of classroom intervention plans
- Reviews student progress monitoring data
- Provides interventions as needed and works closely with interventionists and director of special education to assure students' needs are being met
- Collects data when appropriate

School Social Worker

- Provides support in behavior areas [assists with creating Functional Behavior Assessments (FBA's) and Behavior Intervention Plans (BIP's)]
- Works collaboratively with the student, teacher, parent(s) and support staff to maximize positive behavioral outcomes for the student
- Promotes a positive school climate
- Participates in classroom observations to collect data on challenging behaviors
- Provides behavior interventions and behavior instruction to students

Other possible SAT members:

Speech or Language Pathologist

- Conducts screenings regarding speech and language ability
- Participates in interventions that impact speech and language
- Facilitates progress monitoring and analysis

School Nurse

- Monitors and provides data regarding student's health and physical factors
- Screens students' vision, hearing and medical concerns

Parent(s)/Guardian(s)

- Provide relevant information about his/her child
- Assist in decision making process
- Participates in development and implementation of interventions to meet his/her child's academic or behavioral needs
- Provides support at home for the intervention process
- Receives reports about instructional strategies and his/her child's progress

General RTI Processes

Universal Screening

Students' skill levels are determined through Universal Screenings. Morris Jeff Community School (MJCS) uses several objective assessments across all grades to determine whether a student is at grade level or meeting behavior expectations – Developmental Reading Assessment (DRA), STEP Literacy Assessment, Brigance's Mathematics Grade-Placement Tests, and School Risk Behavior Screener (SRBS) by Drummond. The Universal Screeners help the Student Assistance Team (SAT) determine which students are at risk for academic and behavioral failure. Students are assigned to tiers according to the Universal Screenings which determine the intervention intensity required to move the student to grade-level success.

Referral to Student Assistance Team

Once a student has been identified at-risk of failure academically and/or behaviorally by either the student's general education teacher or through a Universal Screening, the student is referred to the SAT. The general education teacher will fill out a SAT referral form found in the appendix and submit it to the SAT chairperson. The SAT chairperson will coordinate any additional assessments needed, contact the parent(s) and set up a SAT meeting.

Additional Assessments

The purpose of academic assessments is to determine what the student knows and needs to be taught. Student assessment information is collected for the following purposes:

- Determine specific deficit skill area(s)
- Collect initial baseline data
- Determine what intervention will be effective

Appropriate assessment tools and techniques will vary from student to student depending on the student's academic and behavioral needs.

Student Assistance Team Meeting with Parent(s)/Guardian(s)

The SAT meeting with parent(s)/ guardian(s) is designed to identify appropriate intervention strategies with the parent(s)/guardian(s) as active participants. The role of the team meeting is to help teachers and parents find effective intervention strategies and provide support to implement interventions. When developing an intervention plan, the team should:

- Identify resources needed for implementation
- Identify who will conduct the intervention
- Where it will occur
- How long will it take
- Who will monitor the progress
- When the team will meet again to monitor progress.
- How the parents can support the RTI process

Progress Monitoring

Progress monitoring refers to making instructional decisions by analyzing the student's academic and behavioral performance from data collected on a consistent basis. It is a scientifically based practice to evaluate the effectiveness of the intervention. The prolonged usage of ineffective interventions will delay and could hamper student success.

Data Analysis and Decision Making

After several weeks of data collection, the SAT examines the student's growth by graphing the data and determining if the intervention(s) is effective. The SAT will compare the student's rate of progress with the initial goal. This data allows the SAT to determine what to do next. If the student is making adequate progress, the student will likely continue with the intervention. If the student is not making adequate progress, the student may be placed in a different tier level, given a different intervention or referred for a special education evaluation.

Academic RTI Implementation

When students are at-risk for academic failure, RTI's framework guides decisions for the school staff on how to best meet each students needs.

Tier 1

When students are achieving at grade-level and beyond, they need Tier 1 instruction. Students follow the core reading and math programs. **Instruction is at a rigorous pace designed to maximize their potential.** MJCS's core curriculum includes

Reading	Math
Reader's Workshop	Math in Focus – The Singapore Approach
Guided Reading	Everyday Counts – Calendar Math
Words Their Way by Pearson	

Tier 2

When students are achieving one grade level below expectation, they will need Tier 2 interventions. Students will receive **extra instruction or small group instruction within the general education classroom** in addition to the core reading and math curriculums using an intervention program determined by the SAT and the student's academic needs. The teacher to pupil ratio will not exceed 1:6. MJCS's intervention programs include:

Reading	Math
Leveled Literacy Intervention by Fountas and Pinnell	TouchMath by Innovative Learning Concepts
Foundations by Wilson Reading	Direct Instruction in basic math skills
Road to the Code by Blachman	Direct instruction including Math in Focus Re-Teach Lessons
Additional Reading Workshop Conferencing	

Tier 3

When students are achieving more than one grade level below expectation, they need Tier 3 interventions. Students will receive at least **30 minutes of extra instruction in reading and/or math** in addition to the core reading and math curriculums using an intervention program determined by the SAT and the student's academic needs. The teacher to pupil ratio will not exceed 1:4. MJCS's intervention programs include:

Reading	Math
Leveled Literacy Intervention by Fountas and Pinnell	TouchMath by Innovative Learning Concepts
Foundations by Wilson Reading	Direct Instruction in basic math skills
Road to the Code by Blachman	Direct instruction including Math in Focus Re-Teach Lessons

Behavior RTI Implementation

When students are displaying consistent and/or dangerous at-risk behaviors, they can be referred to the Student Assistance Team (SAT). Response to Intervention's (RTI) framework allows for staff to collect and analyze data to determine how to best meet individual student's behavioral needs.

Tier 1

When students consistently meet behavior expectations and exhibit MJCS core values and expectations (Caring, Principled, Open-minded, Reflective and Inquirers), they need Tier 1 behavior supports. All students participate in Positive Behavior Interventions and Supports (PBIS). PBIS at Morris Jeff Community School (MJCS) creates positive reinforcements for students' behavior. PBIS is designed to create well-rounded students and maximize their potential as people. The Tier 1 behavior curriculum includes the following:

- PBIS (School-wide and classroom)
- Classroom behavior system
- Second Step – researched based character education curriculum which supports RTI and PBIS

Tier 2

Using Universal Screenings and teacher referrals to the SAT, it may be determined that a student needs an individualized behavior intervention. These interventions could include:

- Individual behavior intervention or accommodation put in place by general education teacher
- Small group (3-5 students) behavior intervention includes Learner Profile - International Baccalaureate Unit. This intervention is designed for students to learn about and practice exhibiting specific MJCS core values.
- Check In/ Check Out (CICO)

Tier 3

When a student exhibits violent and/or extreme behavior or data shows a lack of improvement from a Tier 2 intervention, students will be considered for a Tier 3 intervention. These interventions could include:

- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Check In/Check Out (CICO)

- Crisis Plan
- Small group (3-5 students) behavior intervention includes Learner Profile - International Baccalaureate unit. This intervention is designed for students to learn about and practice exhibiting specific MJCS core values.

Violent and/or Extreme Behavior

When a student exhibits violent and/or extreme behavior, the following may occur:

- Immediate parent/guardian contact by a school administrator or his/her designee(s) over the phone or at an in-person conference
- SAT meeting will be held by the end of the following school day with the parent(s)/guardian(s)
 - If the parent(s)/guardian(s) do not attend, another phone call is made by a school administrator or his/her designee(s) to set up a meeting for the following school day, a provisional BIP and/or Crisis Plan will be put in place.
 - If the parent(s)/guardian(s) do not attend, another phone call is made by a school administrator or his/her designee(s) and a letter will be mailed to set up the meeting.
 - If the parent(s)/guardian(s) do not attend, the meeting will be held without the parent(s)/guardian(s). Documents will be sent home by mail.
- Sat meeting will be held to create a Behavior Intervention Plan and/or Crisis Plan/
 - If a BIP is already in place, the BIP will be reviewed for possible amendments.

Referrals

Special Education Referrals

The Response to Intervention framework is designed to reduce the amount of referrals and children placed in Special Education. However, there may be instances when interventions have been implemented with integrity for a period of time without effective results. The SAT will review these cases and determine if further evaluations are needed. In these scenarios, the student may have a disability as defined by State Bulletin 1508.

When a special education evaluation is necessary, there must be data that demonstrates the student was provided with appropriate high-quality, research-based instruction in a general education setting by qualified personnel. When a disability is suspected:

- Documentation is provided with the SAT referral form
- Referral for special education meeting must be held by the SAT

**When students enter the school with a suspected low-incidence disability such as Moderate to Severe Autism, Down's syndrome, Vision or Hearing Impairment, the referral may be initiated immediately without completing the intervention process.*

Speech Only Referrals

Articulation and Fluency Referrals

- The teacher completes SAT referral form and presents concern regarding student's articulation or fluency to the school's Speech and Language Pathologist (SLP)
- The SLP gives the teacher a "Communication Skills Teacher Checklist".
- The teacher completes the checklist and returns it to the SLP.
- The SLP completes the speech screening and the school nurse completes the sensory screening.
- If the student fails the screening, the SAT meets to present the screening results and get parental consent for interventions.
- A minimum of two weeks of intervention must take place (daily for ten consecutive school days). Evidence-based interventions shall be conducted by the SLP or appropriate personnel with fidelity to determine their effectiveness.
- After the interventional interval, if the student does not show satisfactory progress, the data is presented at a SAT meeting.
- A referral for a Special Education evaluation meeting may take place by the SAT.
- If the student makes satisfactory progress the intervention is continued.

Voice Referrals

- The teacher completes a SAT referral form and presents a concern regarding a student's vocal quality to the school's SLP.
- The SLP gives the teacher the "Communication Skills Teacher Checklist".
- The teacher completes the checklist and returns it to the SLP.
- The SLP completes the speech screening and the school nurse completes the sensory screening.
- If the student fails the screening, the SLP refers the students for assessment by an ENT physician prior to implementing interventions. The SLP gives the parent(s)/guardian(s) a referral to an ENT physician, which is required by State Bulletin 1508 before interventions for voice cases are conducted.
- If the medical report indicates a need for voice therapy, parent/guardian consent to implement interventions is obtained and evidenced based interventions shall be conducted by a SLP or other appropriate personnel with fidelity for a length of time to determine their effectiveness. The intervention is conducted for a minimum of two weeks (daily for ten consecutive school days).
- If the student fails to make progress using the interventions the LP completes all components of the evaluation (as directed in State Bulletin 1508) within 60 school days. If the physician's form is delayed, the evaluation coordinator may take the appropriate extension to complete the case.

Language Referrals

- The teacher completes SAT referral and presents a concern regarding the student's language skills to the school SLP.
- The SLP gives the teacher the "Communication Skills Teacher Checklist".
- The teacher completes the checklist and returns it to the SLP.
- The SLP completes the speech screening and the school nurse completes the sensory screening.
- If the student fails the screening, a SAT meeting is held where the SAT will get permission from the parent(s)/guardian(s) to complete interventions.
- After the intervention has been implemented with fidelity and sufficient data has been collected, a SAT meeting is held to determine whether the interventions are effective or a referral for Special Education meeting needs to be held.

References and Resources

Direct Intervention and Curriculum Web Site Resources

Reader's Workshop

<http://tc.readingandwritingproject.com/>

Guided Reading

<http://www.heinemann.com/fountasandpinnell/>

Phonics & Decoding Instruction

<http://www.pearsonhighered.com/educator/series/Words-Their-Way-Series/10888.page>

Math in Focus – The Singapore Approach

<http://www.greatsource.com/singaporemath/>

Everyday Counts – Calendar Math

<https://www.greatsource.com/store>

Leveled Literacy Intervention by Fountas and Pinnell

http://www.heinemann.com/fountasandpinnell/lli_Overview.aspx

Foundations by Wilson Reading

<http://www.foundations.com/>

Road to the Code by Blachman

<http://www.brookespublishing.com/store/books/blachman-4382/index.htm>

TouchMath

<http://www.touchmath.com/>

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports

<http://www.pbis.org/>

Web Site Resources

The following web sites provide information that was used to create and guide Morris Jeff Community School's Response to Intervention Manual.

Louisiana Department of Education -Louisiana's Response to Intervention (RTI) Implementation Plan

Designed by the Louisiana Response to Intervention Task Force to meet the needs of students that continue to struggle to meet academic and behavior expectations. The implementation plan is designed to ensure Louisiana students receive a high-quality of instruction that prepares them for life beyond the classroom.

<http://www.louisianaschools.net/lde/uploads/16839.pdf>

Recovery School District - Response to Intervention (RTI), Fourth Edition

Designed by the Recovery School District Response to Intervention Task Force to provide a high-quality, research based instruction and interventions that are matched to a student's academic and behavioral needs.

http://rsdla.net/Libraries/Teaching_and_Learning/RTI_Manual.sflb.ashx

National Center on Response to Intervention

Gives resources and explanations for ensuring proper RTI implementation.

<http://www.rti4success.org/>

Center on Instruction

Funded by the U.S. Department of Education, this websites is a collection of scientifically based research across content areas.

<http://www.centeroninstruction.org/>

Florida Center for Reading Research

Disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. Rated intervention programs are at www.fcrr.org/FCRRReports/table.asp?rep=supp.

<http://www.fcrr.org>

Institute for the Development of Educational Achievement

Provides information and technology to teachers, administrators, and parents on validated research designed with the goal of all children reading by the end of third grade.

<http://reading.uoregon.edu>

Institute for Reading Research

Promotes reading skills through research in the areas of developing reading interventions for children at-risk for failing to learn to read and children who are either bilingual or who speak Spanish exclusively in the early primary grades.

http://www.smu.edu/teacher_education/irr/index.asp

International Reading Association

Promotes high levels of literacy for all by improving reading instruction, providing reading research and encouraging reading.

www.reading.org

Intervention Central

Offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

www.interventioncentral.org

Joe Witt

Site offers evidenced-based practices for Response to Intervention.

www.joewitt.org

National Center for Culturally Responsive Educational Systems

Provides technical assistance and professional development to close the achievement gap

<http://www.nccrest.org>

Forms

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School Risk Behavior Screener (SRBS; Drummond, 1993)

Directions: Please rate each student on each behavior using the following scale:
 0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

Student Name	Stealing	Lying, cheating, sneaking	Behavior Problems	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behaviors	SUM

School Internalizing Behavior Screener (SIBS; Cook, 2008)

Directions: Please rate each student on each behavior using the following scale:
 0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

Student Name	Nervous or fearful	Bullied by peers	Spends time alone	Clings to adults	Withdrawn	Sad or unhappy	Complains about being sick or hurt	SUM

Student Assistance Team Referral

Basic Information

Teacher: _____	School: _____	Date: _____
Student: _____	DOB: ___/___/___	Age: _____ Sex: _____
Race: _____	Grade: _____	Student's Primary Language: _____
Student's Address: _____ _____		
Phone (Home): _____	(Cell): _____	
Parent/Guardian: _____	Parent/Guardian _____	
Date of First Parent Contact: ___/___/___		
Subsequent Parent/Teacher Contact Date(s): _____		

Teacher Concerns:

Reason for Request (Circle Those That Apply)

<ul style="list-style-type: none">• Reading/ Language Arts Difficulties• Mathematics Difficulties• Other Academic Difficulties• Social Behavior Problems• Motor Difficulties• Health Problems• Visual Difficulties• Hearing Difficulties• Communication Difficulties• Speech Difficulties• Parent/Guardian Request for _____ <p style="text-align: center;">OR</p> <ul style="list-style-type: none">• Violent Behavior• Severe or Low Incidence Impairment• Out of State Transfer

Most Recent Statewide Achievement test Scores		
Name of Test: _____	Date: ____/____/____	
Reading Results: _____		
Math Results: _____		
Science Results: _____		
Social Studies Results: _____		
Universal Screening (U.S.) Results (Brigance, DRA, etc.)		
Date: _____	U.S. _____	Score: _____
Date: _____	U.S. _____	Score: _____
Date: _____	U.S. _____	Score: _____
Date: _____	U.S. _____	Score: _____
Date: _____	U.S. _____	Score: _____
Date: _____	U.S. _____	Score: _____
Date: _____	U.S. _____	Score: _____
Date: _____	U.S. _____	Score: _____
Date: _____	U.S. _____	Score: _____
Screening (Vision and Hearing must be screen within 24 months to be considered current)		
Hearing Results: Normal: _____	At Risk: _____	Date: _____
Vision Results: Normal: _____	At Risk: _____	Date: _____
Speech Results: Normal: _____	At Risk: _____	Date: _____
Motor Results: Normal: _____	At Risk: _____	Date: _____

General Health (Explain any yes answers to the following questions)

Does the student...

- Have recurring health problems? _____
 - Explain

- Regularly take medication? _____
 - Explain

- Have a physical impairment? _____
 - Explain

- Receive professional services? _____
 - Explain

Has the student been evaluated for special education in the past? _____ Date of Prior Evaluation: ___/___/_____ Classification: _____
Does the regular P.E. program provide for the needs of the student? _____
Does the student use assistive technology? _____
Has the student repeated any grades? _____
Has the student experienced attendance problems? _____

Interventions (Attach All Data)

Please describe interventions/modifications attempted and the results. Attach any additional progress monitoring data.	
Tier 1:	Beginning Date: ___/___/_____ Ending Date: ___/___/_____
_____ _____ _____ _____ _____ _____	
Tier 2:	Beginning Date: ___/___/_____ Ending Date: ___/___/_____
_____ _____ _____ _____ _____ _____	
Tier 3:	Beginning Date: ___/___/_____ Ending Date: ___/___/_____
_____ _____ _____ _____ _____ _____	

_____ Request for Special Education Consideration

Parent Notification Letter

Dear Parents/Guardians of _____,

This is a letter is to notify you that your presence is requested for a meeting at Morris Jeff Community School (MJCS). MJCS's Student Assistance Team is convening to discuss your child's academic and behavior progress. The meeting will be held _____ at _____am/pm. The staff at MJCS is hard at work making sure your child's academic and behavior needs are met. To ensure your child gets all that they deserve, it is important that you attend.

School and family teamwork is extremely important to your child's educational success and achievement. We look forward to meeting with you.

Sincerely,

Patricia Perkins

Principal
Leader

Ryan Ruyle

School Assistance Team

Morris Jeff Community School

2239 S. Poydras St

New Orleans, LA 70119

504-373-6258

Student Assistance Team Decision

Student's Name: _____ Date: __/__/____ Grade: _____
 School: _____ DOB: __/__/____

The School Assessment Team (SAT) met and reviewed additional information on this referral and recommends (Circle those that apply):

- Adjust Classroom Setting
- 504 Screening
- Support Services/Intervention
- Adjust Intervention
- Classroom Change
- Initial Evaluation
- Reevaluation
- Related Services Screening
- Other _____

<i>Intervention(s)</i>	<i>Start Date(s)</i>	<i>Review Date(s)</i>	<i>Person(s) Providing Interventions(s)</i>	<i>Progress Monitoring Method Used</i>	<i>Result(s)</i>

Plan of Action:

Summary Results:

Participants (Write the name of those present):

- _____ School Administrator
- _____ Social Worker
- _____ Speech Pathologist
- _____ Special Educator
- _____ Reading Interventionist
- _____ Appraisal Representative
- _____ Parent
- _____ Parent
- _____ Nurse
- _____ Teacher
- _____ Teacher
- _____ Teacher
- _____ Other

Behavior Tally Sheet

Student: _____ Grade: _____ School: MJCS

Date(s): _____ Observer: _____

Target Behavior:

Circle One: Baseline Data or Intervention Data

Subject/ Setting	Time Interval	Day/ Date	Day/Date	Day/Date	Day/Date	Day/Date
Total Number of Incidents:						

Check In - Check Out (CICO) Contract

CI/CO Program Goals:

- To assist Morris Jeff Community School (MJCS) students with their behavioral and academic progress.
- To provide positive structure and positive support for students to ensure their success within the school setting.
- To build positive caring, and meaningful relationships between the students and adults at Morris Jeff.

CI/CO Program Participant Expectations:

The program relies on MJCS Core Values for success student expectations:

Caring	We take care of ourselves, each other and our school.
Principled	We take responsibility for our choices and are honest about our actions.
Open-minded	We respect both ourselves and others.
Reflective	We think carefully about our actions.
Inquirers	We ask questions when we don't know.

CI/CO Program Guidelines:

The student will either take the CI/CO sheet from class to class or the teacher(s) will pass the sheet from class to class depending on the student. At lunch time, the student will report to a CI/CO Mentor to review the CI/CO sheet. At the end of the school day, the student will again report to a CI/CO Mentor to review and tally the points the student has earned. If the student reaches his/her goal, a reward specified by the Behavior Intervention Plan will be given by the parent and/or designated staff member. The CI/CO will be taken home and signed daily by the student's parent(s).

The CI/CO Daily Team Member Responsibilities:

CI/CO Mentor:

- Facilitate check in and check out
- Provide CI/CO participants with positive and constructive feedback

CI/CO Coordinator

- Collect, summarize and report CI/CO data each week.

Morris Jeff Staff:

- Accept CI/CO Report form from students
- Evaluate student behaviors and complete form
- Offer constructive and positive feedback to students
- Attend meetings as necessary

Parents of CI/CO Participants:

- Attend CI/CO planning and review meetings
- Sign CI/CO contract agreement
- Review CI/CO Progress Report with my child
- Provide positive, constructive feedback
- Communicate with school when there are concerns

CI/CO Student Participants:

- Follow all CI/CO Program Guidelines
- Sign CI/CO contract agreements
- Give it my BEST!

Check-In/ Check-out (CI/CO Program Contract Agreements)

I have read the CI/CO Program guidelines and responsibilities. I understand that my signature indicates I am willing to participate in the CI/CO program.

Student signature _____ Date _____

Parent(s) signature _____ Date _____

Teacher signature _____ Date _____

Teacher signature _____ Date _____

Teacher signature _____ Date _____

CI/CO Mentor signature _____ Date _____

Administrator signature _____ Date _____

CI/CO coordinator signature _____ Date _____

Copies will be given to all CI/CO Participants.

Morris Jeff Community School

INTERVENTION/ACTION LOG

STUDENT:

PREPARED BY:

DATE	TIME	BEHAVIOR (Describe)	ACTIONS TAKEN

Date Submitted to Office: _____ Principal's Signature: _____

PARENT SIGNATURE: _____ DATE: _____

Name: _____ Date: ____/____/2011

Rating Scale: 3 = Met goal for that period of time 2 = Partially met goal for that period of time.
 1 = Did not meet goal for that period of time

GOALS:	Morning Routine	Spalding	Language	Reading	Math	Lunch/ Recess	Social Studies/ Science	Spanish	Art

Teacher Comments:

Parent Signature: _____
 CICO Mentor Signature (AM): _____
 CICO Mentor Signature (PM): _____

Scoring:
 _____ Points Received
 54 Points Possible
 _____ % of Points
 Y or N Goal Achieved (44)

**FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)
TEACHER INTERVIEW**

Teacher _____ Date _____

What specific behaviors (maximum of 3) occur in school that interferes most with this student’s learning and/or social relationships? (List in order of greatest concern.)

**Describe exactly what the student is doing in very specific, observable terms. For instance, instead of “aggressive,” you would state “hits other students”*

- ☐ _____
- ☐ _____
- ☐ _____

How frequent and intense is the most serious of the behaviors above and how long does it usually last?

The following questions should focus only on the most serious of the behaviors listed above. The remaining behaviors, if any, can be addressed after the most serious behavior has been resolved.

When is the problem behavior most likely to occur?

- ___ Morning ___ Afternoon ___ Before School ___ After School ___ Lunch
- ___ Recess Other: _____

Where is the problem behavior most likely to occur?

- ___ Classroom ___ Library ___ Hallways ___ Bus
- ___ Cafeteria ___ Gym ___ Recess ___ Bathroom Other: _____

During which **Subject/Activity** is the problem behavior most likely to occur?

- Subject Area(s): _____
- ___ Independent Seatwork ___ Small Group Activities
- ___ Whole Class Lessons ___ One-to-One Interaction
- ___ Unstructured Activities ___ Transitions Other: _____

Who is usually present when the problem behavior occurs?

- ___ Teacher ___ Classmates ___ Other Peers ___ Other Staff
- Specific Person(s): _____

Are there **other events** or **conditions** that take place right before the problem behavior occurs?

- ___ A demand or request ___ Unexpected changes in schedule or routine
- ___ Consequences imposed for behaviors
- ___ Comments/teased from other students

When **doesn't** the problem behavior occur? When is the student most successful?

What does the student **get** when he/she does the problem behavior?

Teacher/adult attention Peer Attention
 Desired item/activity Self-stimulation
 Control over others or situation Other: _____

What does the student **avoid or escape** when he/she does the problem behavior?

Teacher/adult attention Peer attention
 Non-preferred activity, task, or setting
 A difficult task or frustration situation Other: _____

What have you tried already to change the problem behavior (e.g., interventions, consequences, positive reinforcement communication with the parent)? Which showed some degree of success?

Do you believe the student does not know how to achieve his/her needs using appropriate behavior (can't do) or does the student know how to behave appropriately but just chooses not to (won't do)?

In your opinion, what would be an acceptable substitution for the problem behavior but still enable the student to meet his/her need(s)?

What are the student's favorite things to do (possible reinforcement)?

Student's strengths: (social and academic)

Student's weaknesses: (social and academic)

PARENT INTERVIEW

Student's Name _____	Age _____	Today's Date _____
Address _____	Phone _____	
Person completing form _____	Relationship to student _____	

Describe your child. (Check all that apply)

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> easily distracted | <input type="checkbox"/> self-abusive | <input type="checkbox"/> mean | <input type="checkbox"/> prefers to be alone |
| <input type="checkbox"/> cooperative | <input type="checkbox"/> physically aggressive | <input type="checkbox"/> moody | <input type="checkbox"/> sad |
| <input type="checkbox"/> talkative | <input type="checkbox"/> often fidgety | <input type="checkbox"/> easy to please | <input type="checkbox"/> eager to please |
| <input type="checkbox"/> angry | <input type="checkbox"/> shy | <input type="checkbox"/> cries easily | <input type="checkbox"/> please others |
| <input type="checkbox"/> Stubborn | <input type="checkbox"/> overactive | <input type="checkbox"/> pouts | <input type="checkbox"/> withdrawn |
| <input type="checkbox"/> Impulsive | <input type="checkbox"/> verbally aggressive | <input type="checkbox"/> polite/kind | <input type="checkbox"/> sociable |
| <input type="checkbox"/> shy/quiet | <input type="checkbox"/> bossy | <input type="checkbox"/> funny/clever | <input type="checkbox"/> passive |
| <input type="checkbox"/> friendly | | | |

Self-esteem: **Good Fair Poor**

Relations with peers: **Good Fair Poor**

Relations with sibling(s): **Good Fair Poor**

Relations with parents: **Good Fair Poor**

Relations with teachers: **Good Fair Poor**

Accepts responsibility for behavior? **Yes No Some**

What are his/her favorite things to do/places to go?

What motivates your child to behave well?

What usually causes your child to misbehave?

How often does your child misbehave?

What are the specific problem behaviors your child displays at home?

What are the specific problem behaviors your child displays at school?

What efforts have you already taken to assist the school in dealing with your child's behavior?

When were you first aware of behavioral problems at school? _____

Please describe any additional information you would like to provide to assist with planning a behavior intervention for your child:

Behavioral Intervention Plan

Student's Name _____ Grade _____

School _____ Date _____

Problem Behavior:

Replacement Behavior:

Specific Behavioral Objective	Interventions	Person(s) Responsible
(Student's name)	Supports: _____ _____ _____	Name: _____ Will: _____ _____
Will: _____ _____ _____	Instructional Strategies: _____ _____ _____	_____ _____ _____
Under these conditions: _____ _____ _____	Positive Reinforcement: _____ _____ _____	Name: _____ Will: _____ _____ _____
To meet these criteria: _____ _____ _____	Corrective Strategies: _____ _____ _____	Name: _____ Will: _____ _____ _____ _____

Team will meet again to review intervention data and plan on: _____

Signatures: _____
