

Integrating the School Prevention, Review, and Intervention Team (SPRINT) and Response-to-Instruction/Intervention (RtI²) Process:
A Model Implementation Guidebook
for Schools and Districts



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Improving Student Outcomes through Academic and Behavioral Instruction and Intervention and Recruitment, Retention, and Professional Development

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Knoff, H. M. (2009). Implementing Response-to-Intervention at the school, district, and state levels: Functional assessment, data-based problem solving, and evidence-based academic and behavioral interventions. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2009). (RtI)²: The necessary integration of response-to-instruction and response-to-intervention to strategically support students with academic or behavioral challenges. Little Rock, AR: Project ACHIEVE Press.

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This manual is available to and has been distributed without charge to all Arkansas public school districts or schools.

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Integrating the School Prevention, Review, and Intervention Team (SPRINT) and Response-to-Instruction/Intervention (RtI²) Process

A Model Implementation Manual for Schools and Districts

Section I: Introduction and Overview

The goal of every school in Arkansas is to maximize the academic and social, emotional, and behavioral progress and proficiency of every student. This is accomplished through (a) effective and differentiated classroom instruction, complemented with (b) positive and successful classroom management, that (c) is delivered by highly qualified teachers who have (d) administrators, instructional support and related services staff, and other consultants available to support these classroom, grade-level or teaching unit, and other school programs and processes. All of this results in students who can demonstrate age-appropriate (or beyond) independent learning and behavioral self-management skills.

At a state level, the effective school and schooling process is supported by (a) the Arkansas Department of Education's (ADE) Comprehensive School Improvement Planning (ACSIP) process; (b) its Closing the Achievement Gap (CTAG) initiative; (c) the School Prevention, Review, and Intervention Team (SPRINT)/Response-to-Instruction and Response-to-Intervention (RtI²) processes embedded within the CTAG initiative; (d) its Differentiated Accountability process, (e) its Statewide System of Support, and (f) its comprehensive personnel and professional development systems. More specifically:

- The ACSIP process encourages schools and districts to use systematic strategic planning and organizational development processes that result in required annual school and district improvement plans focused on students' academic and behavioral outcomes.
- The CTAG initiative uses a research-based effective school and schooling model to help organize school, staff, curriculum, instruction, services, supports, programs, and strategies to maximize the academic and behavioral outcomes of all students.
- SPRINT/RtI² processes largely address the academic and/or behavioral needs of at-risk, underachieving, unresponsive, and unsuccessful students. This is accomplished by specifically identifying students' needs and difficulties; completing functional analyses to determine why the difficulties are occurring; linking the results of these data-based analyses to instructional or intervention services, supports, programs, and strategies that are implemented at needed levels of intensity; and evaluating students' response to these instructional or intervention approaches.

- The Differentiated Accountability process involves consultation and specialization teams from the ADE who provide guided analysis and technical assistance services to Leadership Teams in schools and districts in Need of Improvement under the Elementary and Secondary Education Act (ESEA). The goal of these services is to determine why students are not scoring at the proficiency and above levels of the Augmented State Benchmark and End of Course exams, and to improve their scores through more effective learning and instructional processes.
- The Statewide System of Support is a network of the ADE, the Education Service Cooperatives (ESCs), and other resources, supports, and programs that are available to help districts and schools in targeted areas of school improvement, especially those that directly impact students' academic and social, emotional, and behavioral learning, mastery, and proficiency.
- Finally, the ADE's comprehensive personnel and professional development system works with the state's Institutions of Higher Education and other groups to ensure that teachers, administrators, related services personnel, and others have the pre-licensure and post-licensure knowledge, skills, and expertise to help educate all students.

Integrating all of these programs and processes is the ADE's CTAG model of school effectiveness and continuous school improvement (see Figure 1 below). This model has the following interdependent components:

- Data-driven Leadership
- Core Curricula
- Positive Academic Supports and Services
- Positive Behavioral Support Systems
- Professional Development and Mentoring
- Parent and Community Outreach
- Academic Instruction, Assessment, and Intervention
- Behavioral Instruction, Assessment, and Intervention
- The School Prevention, Review, and Intervention Team (SPRINT) process

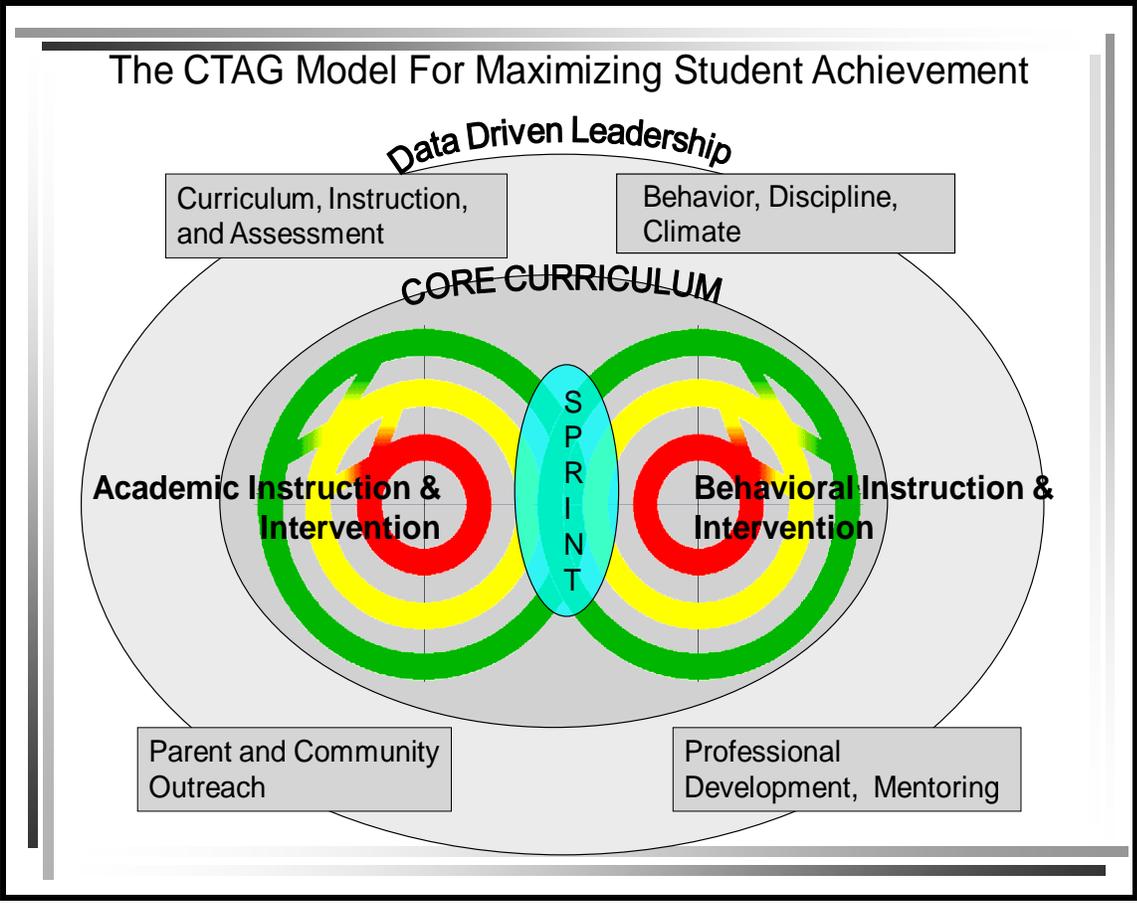


Figure 1.

This Manual outlines a model SPRINT/RtI² “Operations Handbook” that a school or district could adopt, use, and/or adapt as its policy and procedures document to guide its effective school and schooling processes for students demonstrating academic or social, emotional, or behavioral challenges. While written for school implementation, this section also could easily be edited for use at the district level.

Section II: A Model Operations Handbook for School or District **SPRINT/RtI² Processes**

Introduction

The ultimate goal of the School Prevention, Review, and Intervention Team (SPRINT)/Response-to-Instruction and Response-to-Intervention (RtI²) process is to maximize the academic and social, emotional, and behavioral learning, progress, and proficiencies of all students. While this looks different at different age/grade levels, this results in students who are successful independent learners and effective self-managers (see Figure 2 and 3 below). This is accomplished when teachers, supported by other staff and administrators, effectively use scientifically-based curricula and instructional procedures to help students master academic and social, emotional, and behavioral skills. A significant portion of this mastery involves students' ability to use and apply their knowledge and skills more and more independently to new learning situations.

When students “do not respond” to effective instruction (for academics) and classroom management (for behavior) procedures, teachers need to determine—using a systematic, data-based process—why this is occurring and decide how to get students “back on track.” This lack of student “response to instruction” most often occurs when:

- Students are not learning and mastering information or skills;
- Their speed of mastery (or skill acquisition) is not as fast as typical/other students;
- They are having difficulty applying or “transferring” knowledge or skills;
- Specific emotional circumstances or conditions are impeding skill acquisition, mastery, or transfer; or
- They are not motivated to learn, or they are not held accountable for learning.

All of these reasons or “hypotheses” certainly involve the student, but they may also involve the teaching/instructional process in the classroom, or even the choice or use of the curriculum (e.g., the texts or materials) during instruction.

A Definition of “Independent Learning”

A Successful Independent Learner:

- **Is engaged, confident, motivated, and aware of when s/he understands and does not understand**
- **Knows how to create and sustain positive and productive learning environments**
- **Learns and masters—and has learned and mastered—specific facts, pieces of information, and skills; is able to organize, synthesize, and apply them to solve (real world) problems; and is able to communicate the information and/or solutions**
- **Is able to utilize resources to enhance learning or to close knowledge, skill, or application gaps**

Figure 2.

A Definition of “Self-Competency” or “Self-Management”

Self-Competence/Management involves:

A child or adolescent’s ability to:

- **Be socially, emotionally, and behaviorally aware of themselves and others**
- **Demonstrate successful interpersonal, social problem solving, conflict prevention and resolution, and social-emotional coping and behavioral skills**
- **Effectively control their own emotions and behavior**

Figure 3.

The SPRINT/RtI² Process

The SPRINT/RtI² process involves two primary components.

Component 1: The Data-Based Functional Assessment Problem-Solving Process. The problem solving process determines why a student is not responding to effective instruction and classroom management. This problem-solving process is a universal process that is used by everyone in a school when there is a concern about a specific student or group of students. That is, it is used by individual classroom teachers, grade level (at the elementary level) or instructional teams of teachers (at the secondary level) who are all teaching the same student(s), or a building level team of multidisciplinary professionals. There are a number of possible “instructional teams” of teachers at the secondary level. For example, there may be instructional teams of teachers who are teaching the same (or predominantly the same) groups of students (e.g., the eighth grade team or “house”) or who are teaching in the same academic area (e.g., departments), who are gathered to discuss a specific student or group of students because they all have them in class.

Component 2: SPRINT/RtI² Teams. The teaming process involves the use of different staff and/or teams that apply the problem-solving process to address a specific student situation. For example, when a student situation is confusing, complex, or problematic, or when a teacher’s independent use of the problem-solving process has not been successful, a Grade-level (at the elementary level) or Instructional-level (at the secondary level) SPRINT/RtI² Team should be available in every school. For even more complex cases, a multi-disciplinary Building-level SPRINT/RtI² Team also should be available. This way, the teacher receives collegial consultation at the Grade or Instructional Team level, and multidisciplinary consultation at the Building Team level. This consultation is focused on analyzing why the student is not responding so that changes in instruction or the implementation of interventions can occur resulting in student progress and success.

The Goal of the SPRINT/RtI² Process

The goal of the SPRINT/RtI² process (see Figure 4 below) is to determine why a student is having academic or social, emotional, or behavioral difficulties, and linking the reasons to early, intensive, and successful instructional or intervention approaches that occur, as much as possible, in the general education classroom (or the setting where the difficulty is occurring). When teacher-generated and implemented interventions are not successful for a specific student, the teacher can work with his or her Grade- or Instructional-level SPRINT/RtI² or Building-level SPRINT/RtI² team to complete more strategic or intensive assessments that link to instructional or intervention services, supports, programs or strategies to help the student succeed. At each stage, the student’s “response to instruction or intervention” determines whether the data-based functional assessment and intervention process continues or not (see Figures 5 and 6 below).

RtI²- Response-to-Instruction/ Intervention: A Definition. . .

- A broad-based, targeted process to evaluate a student's response to instruction/intervention
 - * The focus should be on (EARLY, EFFECTIVE, and ADAPTIVE) INSTRUCTION/INTERVENTION.
 - * The DESIRED OUTCOMES, through the instruction/intervention, determine the evaluation methods and data to be collected (i.e., the RESPONSE)
 - * The collected data (indicating the outcome and the student's response) demonstrates whether the instruction/intervention WORKED or DID NOT WORK.

Where Does Response-to-Instruction/Intervention RtI² Start?

- RtI starts in the general education classroom with evidence-based curricula taught by Highly Qualified Teachers using effective instructional practices
- RtI involves determining students' mastery of material and response to classroom management through effective assessments and progress monitoring
- When students are not successful over time, RtI is a component of a problem-solving process that determines why success has not occurred and what to do about it



Figures 4 and 5.

Where Does Response-to-Instruction/Intervention RtI² Go?

- ♦ For students who are not responding to high quality instruction and teacher-initiated interventions over time, the problem-solving process becomes more formal as (a) functional assessments are completed, (b) resulting in more intensive classroom-based interventions, (c) where student progress is monitored more frequently, and (d) data is used to determine the success of the interventions or the need for more intensive services.
- ♦ More specialized, multidisciplinary resources are used to deliver more specialized interventions to produce improved child outcomes
- ♦ The intensity of services delivered are driven by student outcomes!!

Figure 6.

Component 1: The Data-based Functional Assessment Problem Solving Process

The data-based problem solving is the glue underlying the entire SPRINT/RtI² process, whether applied at the teacher/classroom, grade, or building levels. The Data-based Problem Solving process (see Figure 7 below) involves, at the very least, the following fluid and overlapping steps or stages:

- (a) Problem Identification (or definition),
- (b) Problem (or functional) Analysis,
- (c) Intervention, and
- (d) Evaluations of Intervention effectiveness.

The Problem Identification, and the beginning of the Problem Analysis, steps begin as teachers complete a Comprehensive Student History and Record Review for the student of concern. This Review documents the student's social and developmental, medical, attendance, academic achievement and progress, disciplinary, and classroom-based intervention, and other "special services" histories. This Review provides a snap-shot of the student's prior successes and struggles, strengths and weaknesses, resources and support systems, limitations and gaps, and other possible factors contributing to the area(s) of concern. This Review also identifies information that is relevant and known, information that is relevant and unknown, and information that is irrelevant to the current concern.

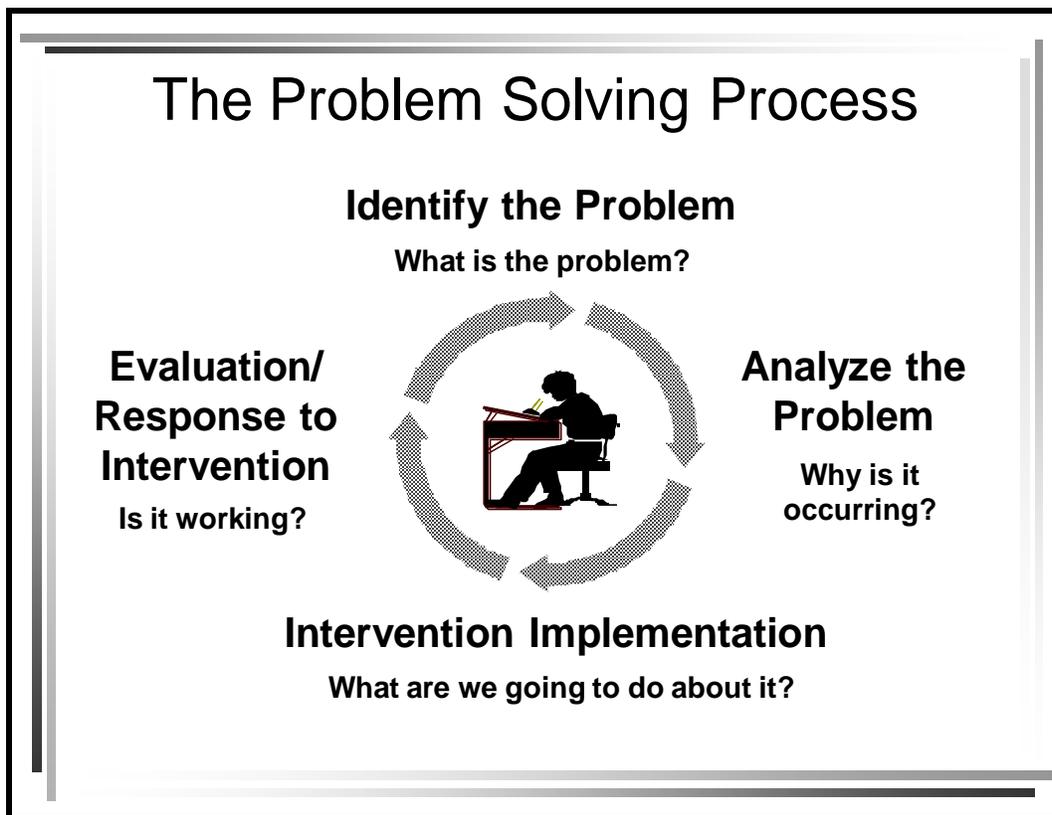


Figure 7. Source: Iowa Department of Education, 1998/
Heartland Area Educational Agency, 2005

Defining the Problem. The Functional Assessment/Problem Analysis step focuses on determining why a student is not making academic or behavioral progress. For example, is it due to student-specific factors, teacher-instructional factors, and/or curricular factors? Once identified and validated, assessment results are directly linked to high probability of success and evidence- or research-based interventions. It must be emphasized that students’ difficulties, as much as possible, should be functionally analyzed in the environments wherein they exist. Similarly, the interventions should be implemented in those same settings, with consultation and other supports as needed.

Developing and Implementing the Plan. Interventions are best implemented through a written Academic or Behavioral Intervention Plan. A formal Academic or Behavioral Intervention Plan contains the following sections: (a) specific goals, objectives, and short- and long-term outcomes; (b) interventions, their implementation methods and timelines, and the resources (including training) needed during implementation; (c) evaluation strategies, including those to validate treatment integrity, along with who will complete them and when they will occur; and (d) decision rules or criteria indicating a successful resolution of “the problem.”

Evaluating the Plan. The ultimate goal of any intervention or intervention program is (a) to help students to be successful in the general education classroom and curricula (with as few modifications as possible), and (b) to help them to be largely responsible for managing (i.e., implementing, monitoring, and evaluating) their own success. To accomplish this, all interventions need to be outcome-based and formatively evaluated to track students' progress over time. In addition, at the end of a school year, or when an intervention is successful, summative evaluations should be conducted, summarized, and recorded in a student's cumulative folder or records.

Data-based Problem Solving from Teacher, to Grade- or Instructional-Level to Building-Level Team

Data-based Problem Solving occurs throughout the SPRINT/RtI² process (see Figure 8 below). As noted above, when students do not respond to well-designed lessons, effective instruction, and supportive classroom environments, the data-based problem solving process becomes more focused, formal, and intensive. When this occurs, the use of a Grade- or Instructional-Level SPRINT/RtI² Team is recommended to guide the next level of functional assessment and intervention. If a student still is not responding after the interventions generated through the Grade-level SPRINT/RtI² process have been effectively implemented (or when it is evident that a critical or intensive situation exists), the multidisciplinary, Building-level SPRINT/RtI² team gets involved. Members of the Building-level SPRINT/RtI² team should include the best academic and behavioral intervention specialists in or available to the school building.

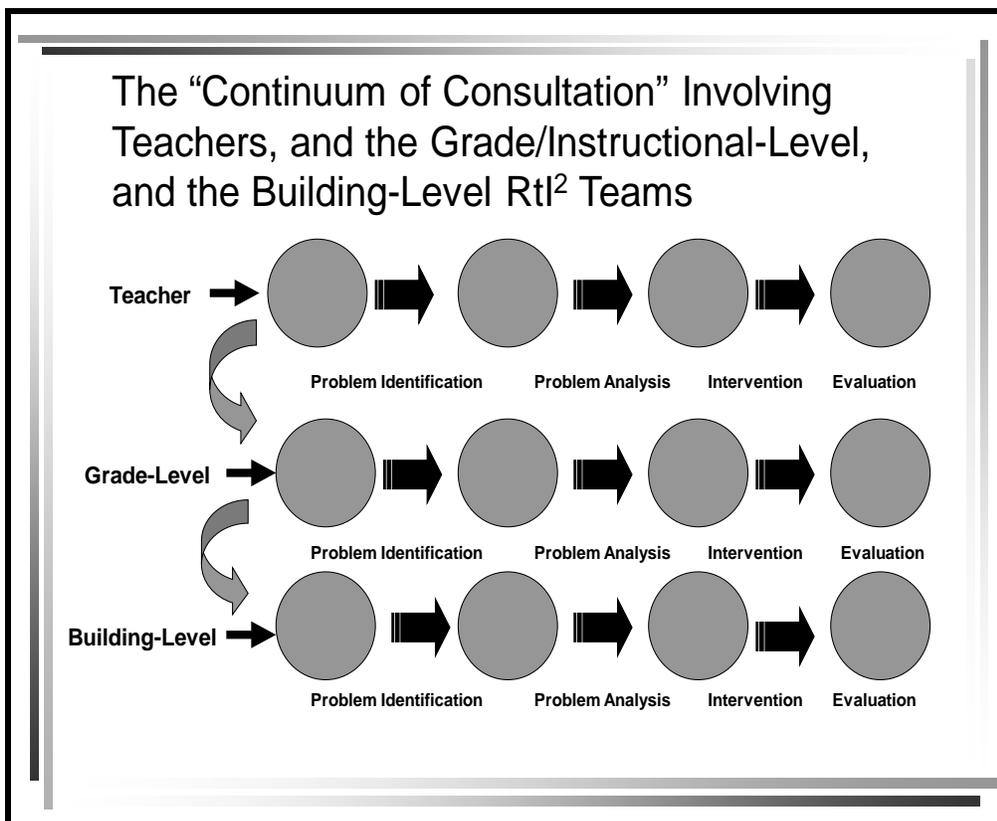


Figure 8.

When needed, all “referrals” to a Grade- or Building-level SPRINT/RtI² team are referrals for problem solving. The goal of the process is not to initiate testing to determine a student’s eligibility for special education services. The goal is to identify the best consultant(s) to work with the classroom teacher in the functional assessment and/or instructional/intervention areas needed to address the student challenge. The focus on the problem-solving process is within the “instructional environment,” and not just on the individual student of concern.

The Instructional Environment consists of the student, the academic and/or behavioral curricula, and the teacher/instructional characteristics or factors that help students to be academically or behaviorally successful (see Figure 9 below). These three domains are targeted during the functional assessment process because, when a student is unsuccessful or non-responsive in a classroom, the problem typically can be linked to one or more of these domains. Indeed, students often are unsuccessful due to situations or circumstances within one, two, or a combination of all three of these domains. For example, a student’s lack of academic or behavioral success may be due to: (a) student-specific factors; (b) ineffective teaching (as specifically related to the student-in-need) or instruction; (c) poorly matched (to the student) curricula or materials; or (d) some combination of two or three of these domains, respectively.

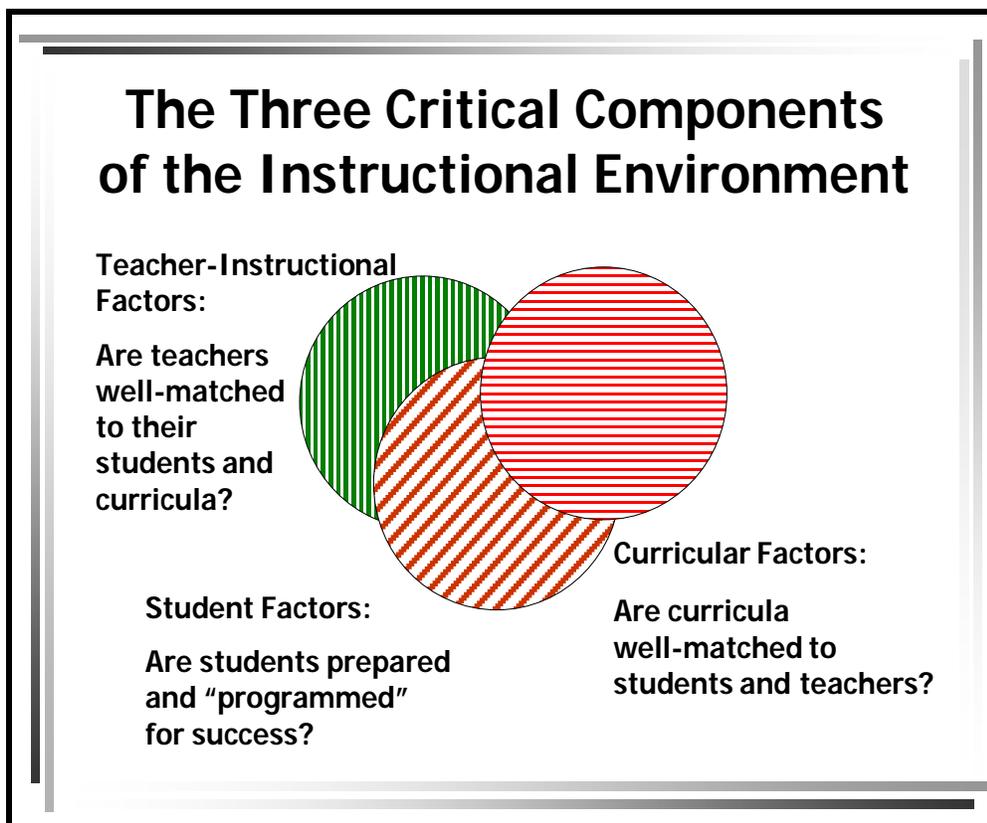


Figure 9. Source: Project ACHIEVE Press, 2005 as adapted from Rosenfield, 1987.

Significantly, regardless of the primary reasons for a student’s lack of academic or behavioral progress, interventions are almost always implemented within the student’s Instructional Environment (typically, the general education classroom). Thus, even if a student’s difficulties are largely student-specific, the intervention process still will require all three of the Instructional Environment domains—that is, the involvement of teachers (sometimes supported by consultants), working with students, using some instructional and/or intervention process that addresses and/or changes the academic or behavioral problem or concern.

The Importance of Consultation to Successful Problem Solving

Consultation is an essential complement to the problem-solving and intervention processes. When a teacher is unsure of or does not know how to help a student in academic or behavioral need, or if a student is not responding to teacher-generated interventions or changes in instruction, the teacher (like the primary care physician who is unsure of the medical treatment needed for a confusing case) should seek out a formal or informal consultation with a colleague who has recognized skills in the area of concern. When a student demonstrates a significant level of non-performance or a persistent lack of response to interventions tried, a formal Grade-level or Building-level SPRINT/RtI² team referral/consultation is necessary.

Whether formal or informal, the goals of consultation are to:

- (a) Facilitate the successful completion of data-based functional assessment and problem solving;
- (b) Identify and implement successful, strategic interventions that solve the presenting situation that was “referred;”
- (c) Increase the current assessment and intervention skill level of the teacher (and any other professionals) involved in the case; and
- (d) Enhance the teacher’s (and others’) skills relative to future functional assessment, problem solving, and intervention with similar or related cases or situations.

As interventions are identified, implemented, and successful, teachers and other staff should be learning why they were selected, what they need to be implemented effectively, and why they were successful with the student of concern. They also should understand how the interventions could be used successfully for other academic or behavioral concerns and/or with other types of students in the future. Moreover, the teachers (and other staff) should increase their functional assessment, problem solving, and intervention skills and competence over time, including their ability to use these skills more independently and more quickly to identify student difficulties and to facilitate their resolution.

Finally, relative to the availability of consultation, it must be emphasized that every staff person is a potential consultant for someone else in their school or district. To this end, every school should create a “School Resource or Consultant Directory” so that everyone is aware of the skills of every individual in the school. In addition, every district should create a “District Resource or Consultant Directory” outlining the skills and expertise of district-level personnel. These directories should be shared across the district and its schools so students with specific challenges can be matched with the best expertise available in a school or district.

Component 2: Grade-Level and Building-Level SPRINT/RtI² Teams and How They Work

In order to facilitate the SPRINT/RtI² and data-based functional assessment problem-solving process, two formal teams should be used in every school: the Building-level SPRINT/RtI² team and the Grade- or Instructional-level SPRINT/RtI² team. The Building-level SPRINT/RtI² team is a formal, school-level committee that meets, typically, on a weekly basis. As noted earlier, this team is comprised of the best academic and behavioral intervention specialists in or available to the school. The following individuals are typically on the Building-level SPRINT/RtI² team:

- Building Principal
- SPRINT/RtI² Chairperson
- School Counselor
- School Social Worker
- School Psychologist
- Behavior Intervention Specialist
- Academic/Instructional Intervention Consultants
- Selected Special Education Teachers
- Speech Pathologist (as appropriate)
- School Nurse
- School-based Mental Health Specialists (if present in the school)
- Others as desired

At the elementary school level, the Grade-level SPRINT/RtI² team includes all of the general education teachers who are teaching at the same grade level, and one representative of the Building-level SPRINT/RtI² team who is assigned to and meets with a specific grade level for the entire school year. At the secondary school level, this team is more strategically organized as a function of the staff who are teaching at different grade levels. As noted earlier, the secondary Instructional-level SPRINT/RtI² team may be a group of teachers who are largely teaching the same students during the course of the day, or it may be a group of teachers all of whom are working with a specific student that one or more teachers are concerned about.

Grade- or Instructional-level SPRINT/RtI² team meetings are useful because not every student, who is non-responsive to effective classroom instruction or behavior management, has problem analysis issues that are so complex, or instructional or intervention needs that are so intensive, that they need to involve the Building-level SPRINT/RtI² team. Thus, the Grade- or Instructional-level SPRINT/RtI² process and meeting gives same-grade or instructional team teachers the opportunity to provide collegial consultation to a peer who has been unable to successfully resolve a student's academic or behavioral challenges. Critically, this assistance may occur at any step of the problem-solving process—problem identification, problem analysis, intervention, or evaluation.

The Responsibilities and Training of the Building-level SPRINT/RtI² Teams

Below is a recommended Mission, Role, and Function description for a Building-level SPRINT/RtI² team.

Charge/Mission of the Building-level SPRINT/RtI² team

“When students demonstrate ongoing and/or persistent academic and/or behavioral difficulties that are not responding to classroom-based problem solving, functional assessment, and interventions, the SPRINT/RtI² process is used to address these circumstances through more intensive, multidisciplinary action. The Building-Level SPRINT/RtI² team’s primary responsibility is to oversee this more intensive problem-solving, consultation, and intervention process—whether at a grade-level or at the building-level, such that all students in need receive early intervening services as much as possible in the general education classroom through their regular classroom teacher(s). The Building-level SPRINT/RtI² team also evaluates referrals for problem-solving over time to identify referral trends, preventative strategies, and professional development needs so that teachers are prepared to provide strategic instructional and/or intervention services, supports, programs, or strategies and/or to support these approaches at an intensive level to students in need.

The Building-level SPRINT/RtI² team, depending on state or district policy, also may be responsible for tracking the number and type of students receiving 504 accommodations and special education/IEP services, for coordinating manifestation and other discipline-related assessments for individual students, and for evaluating the school’s success relative to the state-monitored “special education triggers” (e.g., LRE, disproportionality, AYP, graduation and drop-out rates).”

Primary Building-level SPRINT/RtI² team Goals, Objectives, and Outcomes

1. To oversee the implementation of the SPRINT/RtI² process in the school, including (a) its adherence to federal, state, and district policies and procedures; (b) the identification and provision of relevant professional development and technical assistance; (c) the creation or review of needed forms, data bases, data collection or evaluation instruments, or other progress monitoring tools; and (d) ongoing and needed community and family outreach activities.
2. To provide timely problem-solving/functional assessment, consultation, and early intervention services, at the grade- and building-levels.
3. To track the progress of existing student interventions, both individually and collectively.

4. To identify academic and behavioral trends and plan targeted professional development opportunities to help (a) individual students make successful progress in targeted areas, and (b) school staff increase their skills so that they can respond earlier and more independently to similar student problems in the future.
5. To facilitate the communication and consistency, across staff, in the implementation and use of strategic interventions, and to ensure that interventions and “lessons learned” about students are transferred, systematically and in a timely way, across relevant staff members from one school year to the next.
6. To collect and report both individual student and student group data so that (a) the SPRINT/RtI² process is formatively and summatively evaluated, (b) it maximizes all students’ academic and behavioral progress and skill mastery, (c) the school meets and/or adheres to all ESEA and IDEA requirements and mandates, and (d) the strengths of the process are maintained and the weaknesses of the process are addressed.

Year-at-a-Glance Agenda for a Monthly Building-level SPRINT/RtI² Team Meeting

Even though the SPRINT/RtI² Building-level team meets on a weekly basis to address new student cases and to review those in process, the team also should devote part of one or more weekly meetings each month to the activities below. These activities help to maintain effective underlying SPRINT/RtI² processes, and they assist the team in making sure that annual goals, objectives, and outcomes are being evaluated on an ongoing and conscious basis.

During APRIL: Assign new SPRINT/RtI² members (if necessary) to the team for the next school year; Choose a new Team Chair and Secretary/Recorder (if necessary).

While other school-level committees will have their grade-level and other members periodically rotating on and off (usually after having served a three-year term), the membership of the Building-level SPRINT/RtI² team is more stable. Thus, the team rarely gets new members, and the Chair of the team may serve for several years—typically, due to his or her professional position in the school (e.g., the School Counselor).

During APRIL-JUNE: Hold at least six SPRINT/RtI² team meetings with both out-going team members and in-coming team members in attendance.

Holding these combined meetings allows in-coming members to observe and participate in a number of cases, before the end of the school year. This helps them to become acquainted with team members, procedures, and the variety of cases that the team typically considers. This experience also helps new members to assume their roles and responsibilities more easily when out-going team members are no longer present at the beginning of the next school year.

During APRIL-JUNE: Conduct various “Articulation Activities” to help the team plan the transition to the new school year. One of the activities needs to focus on completing a Summative Evaluation of SPRINT/RtI² team goals, objectives, and outcomes written into the SPRINT/RtI² section of the School Improvement Plan. Among the Articulation Activities needed are the following:

- Complete and Analyze the Consultation Referral Audit
- Conduct a SPRINT/RtI² Forms Analysis and update or prepare any needed Forms
- Facilitate the “Get-Go” Review Process of the students considered at the Grade- or Instructional-level and Building-level SPRINT/RtI² teams as well as, students on IEPs or 504 Plans, and other students as appropriate
- Participate in the Academic Achievement Audit
- Facilitate the writing of the Student Briefing Reports

During the AUGUST STAFF PRE-PLANNING TIME (The staff preparation days immediately prior to the beginning of the new school year): The SPRINT/RtI² team should have its first team meeting of the new school year during this time period. It also should review or update the SPRINT/RtI² process with the entire faculty, providing training on any new policies, procedures, or forms.

During SEPTEMBER-OCTOBER: Hold weekly SPRINT/RtI² team meetings.

During NOVEMBER: Conduct a Formative Evaluation of the team’s progress relative to the SPRINT/RtI² team goals, objectives, and outcomes in the current School Improvement Plan, and conduct a Planning Meeting to identify and coordinate all SPRINT/RtI² team activities for the next four months.

During DECEMBER-JANUARY: Hold weekly SPRINT/RtI² team meetings.

During FEBRUARY: During (or completed by) this month, the team should draft the SPRINT/RtI² (i.e., early intervening, SPRINT/RtI², and strategic/intensive intervention needs) section for the next School Improvement Plan (ACSIP/SIP). As with any SIP section, this should include Goals, Objectives, Resources, Funding, Activities, Timelines, Outcomes, and Evaluation Procedures, and it should be submitted to the School Improvement Team for review.

During **MARCH**: Conduct a Formative Evaluation of the team’s progress relative to the SPRINT/RtI² goals, objectives, and outcomes in the current School Improvement Plan, and conduct a Planning Meeting to identify and coordinate all SPRINT/RtI² team activities for the next four months.

A Step-by-Step SPRINT/RtI² Process: From Classroom to Building-level Support

Below is a step-by-step blueprint of the SPRINT/RtI² process, beginning with a student having academic or social, emotional, or behavioral difficulties with a teacher, and proceeding up to the involvement of the Building-level SPRINT/RtI² team, eventually focusing on the steps within a SPRINT/RtI² team meeting. A flow chart diagramming this process is provided to complement this description (see Figure 10 below). As noted, this is a blueprint. When using this flow chart, teachers and others need to use their professional judgment, making sure that students receive needed instruction, assessments, interventions, and services relative to their academic and behavioral progress, and any concerns that develop in specific areas.

As teachers and others proceed through this process, they should consult as needed with administrators, Building-level SPRINT/RtI² team members, and other colleagues to decide which steps are best for specific situations.

Step 1 [Tier 1]. Effective Classroom Instruction and Behavior Management.

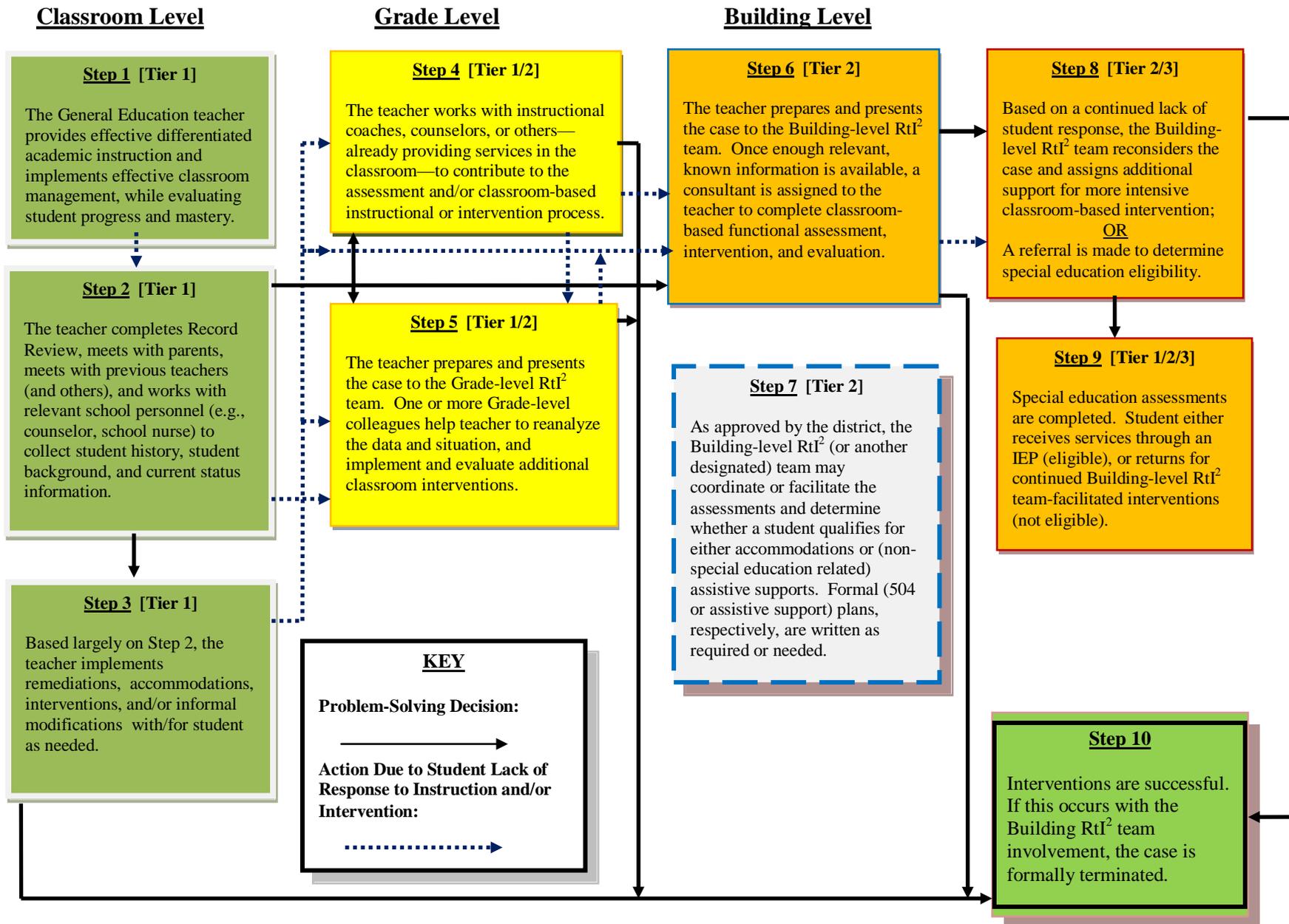
When developing classroom lessons, every general education teacher analyzes (a) the goals, objectives, and desired outcomes of a specific academic or behavioral unit or lesson; (b) his or her teaching or instructional approaches; and (c) the learning history, status, and styles of the students in his/her classroom to develop the best ways to differentiate and teach the unit or lesson to maximize student learning and mastery. The general education teacher teaches the lesson(s), assesses student learning, and monitors students’ mastery and speed of mastery over time.

Step 2 [Tier 1]. Collecting Historical Information and Determining the Student’s Current Skill Levels and Status.

For those students who are not consistently learning and demonstrating proficiency, and/or for those exhibiting social, emotional, or behavioral concerns, the teacher needs to take the following steps (see also Figure 11):

- Complete a Cumulative Record Review on the student (see **Appendix/Form D**). This involves information on the schools attended by the student and his/her yearly attendance; student grades and test scores; services, supports, and previous interventions; medical, health, and family history; social, emotional, behavioral, and school discipline history; and other important factors related to the student’s school functioning.

Figure 10: A Model SPRINT/RtI² Implementation Process/Flow-Chart for a School



- Interview the parents/guardians, last year’s teacher or teaching team, previous years’ teachers or support personnel, and anyone else of relevance to discuss the student’s strengths, weaknesses, development, and progress—especially as it relates to the areas of concern. **All parent contacts should be documented on a Parent Communication/Contact Log (see Appendix/Form II).**

Initial Problem Identification Steps

- ❖ **Determine the Student’s Current Classroom Status:
Academic/Behavioral Progress and Work Samples
Scope & Sequence Checklist (academic concern)
Behavioral Checklist (academic and behavioral concern)**
- ❖ **Consider, Describe, and Quantify Initial Concerns**
- ❖ **Review of Records**
- ❖ **Parent Contact(s)/Interview(s)– Determine Need for
Social-Developmental History**
- ❖ **Previous Teacher/Other Interview(s)**
- ❖ **Consult with Medical Personnel/Discount the Medical**
- ❖ **Classroom Observations**

Figure 11.

- Determine (with other teachers, consultants, or school personnel, as needed) the current, functional academic and behavioral status of the student. This involves identifying the academic and behavioral skills that the student has mastered (regardless of the “grade level placement or designation” of those skills), the current instructional level of the student, and the student’s “frustration” level—that level where material is currently too difficult for the student.

- Determine the need for social, developmental, or medical assessments of the student—decisions that may involve other school personnel (e.g., the school nurse, counselor, school social worker or psychologist). Such assessments may include: (a) a formal Social-Developmental History or Assessment, and/or (b) Health Screenings, Medical Check-ups, or other Diagnostic Assessments. In this latter area, it is important to identify (or discount) the impact of any student-specific medical, physiological, neurological, biochemical, or other issues that exist and may be affecting students' academic or behavioral status or progress.

Please Note: This step may require an updated Vision or Hearing Screening by the school nurse, or a referral—through the parents—for a medical check-up or diagnostic assessment by a primary care physician and/or medical specialist.

As a result of the information collected, the teacher decides if s/he can independently complete the functional assessment problem solving process to determine why the student is exhibiting the identified concerns (using Appendix III as a guide). At this point, the teacher moves ahead with an instructional adaptation (Step 3), or decides that more assistance is needed to complete either the functional assessment and/or intervention process. Depending on the teacher's assessment of the assistance needed, s/he may move to Step 4, 5, or 6.

DECISION POINT: Based on the results of Step 2, a decision is made to proceed to Step 3, Step 4, Step 5, or Step 6. In most cases, the teacher should proceed to Step 3 below.

Step 3 [Tier 1]. Remediation, Intervention, Accommodations, and/or Informal Modifications. For those students who are not mastering curricular or behavioral skills or material, the teacher can use the data and information from Step 2 and provide, as indicated, one or more of the classroom-based adaptations below:

- Remediations of specific prerequisite or primary skills that the student has not mastered or is having difficulty transferring or applying;
- Interventions to teach a new skill, build fluency or automaticity in a skill, or facilitate the transfer of existing skills to a new application or situation;
- Informal accommodations that change specific learning conditions for the student—for example, changes in how instruction is presented in the classroom setting that involve the use of support equipment or materials, ways that the student is required to respond to classroom instruction or assignments, the timing or scheduling of instruction or assignments; or
- Informal modifications of the curricula, instructional material, or related instructional approaches that adapt but do not reduce learning expectations.

These academic or behavioral adaptations are largely planned, implemented, and evaluated by the classroom teacher with or without informal consultation (e.g., a grade-level colleague or school-level consultant). Once again, the need for one or more of these adaptations has been validated through the data-based, functional assessment problem-solving process. The teacher needs to collect and document all of the diagnostic data that determine the need for, and that evaluate the results of the adaptations implemented (see/use **Appendix/Form IV**).

DECISION POINT: If the student still is not responding, academically or behaviorally, a decision is made to proceed to Step 4, Step 5, or Step 6. In most cases, the teacher should proceed to Step 4 below.

Step 4 [Tier 1/2]. Consultation and Classroom-based or Classroom-focused Instruction or Intervention Services, Supports, Strategies, or Programs. With the information from Step 2, and the documentation and data from Step 3, the classroom teacher may consult and/or work with other colleagues who are already providing services in the classroom to some or all of the students. The consultations may focus on additional assessments to further understand a student's difficulties, and/or classroom-based instructional or intervention approaches. These consultants include:

For Academic Concerns: Teacher colleagues, Instructional Facilitators,
Special Education Teachers

For Behavioral Concerns: Counselors, Social Workers, School Psychologists,
Special Education Teachers

As this consultative support is provided, the data-based, functional assessment problem-solving process continues to be used as the teacher and consultant(s):

- Re-analyze the conditions, circumstances, or problems that may be impacting the specific student;
- Identify and validate the reason(s) for the student's difficulties; and
- Plan, implement, and evaluate the interventions needed by the student (as determined by the functional assessment).

These activities involve collegial consultation, and the student's parents or guardians are re-appraised of the situation, the student's lack of response to previous classroom adaptations, and to the teacher's ongoing efforts. The teacher needs to collect and document all outcome data that occur as a result of these interventions (see/use **Appendix/Form IV**).

If the assessments completed above indicate a problem of such immediacy or complexity, the teacher and consultant should proceed directly either to Step 5 or Step 6.

DECISION POINT: If the student still is not responding, academically or behaviorally, a decision is made to proceed to Step 5 or Step 6. In most cases, the case should proceed to Step 5 below.

Step 5 [Tier 1/2]. **Grade-Level SPRINT/RtI² Team Meeting.** With all of the information, documentation, and data collected thus far, the teacher gets on his/her Grade-level SPRINT/RtI² team's meeting agenda, updates his/her Record Review information and form, and prepares and presents the case (see the section below on the Case Review Meeting).

Based on the case review, the teacher receives additional classroom-based functional assessment and intervention assistance/consultation from one or more colleagues on the team. Again, guided by the data-based, functional assessment problem-solving process, the teacher and grade-level consultant(s):

- Re-analyze the conditions, circumstances, or problems that may be impacting the specific student;
- Identify and validate the reason(s) for the student's difficulties; and
- Plan, implement, and evaluate the interventions needed by the student (as determined by the functional assessment).

The teacher needs to collect and document all outcome data that occur as a result of these interventions (see/use **Appendix/Form V**).

DECISION POINT: If the student still is not responding, academically or behaviorally, a decision is made to proceed to Step 6 or Step 8. In most cases, the case should proceed to Step 6 below.

REMINDER--GRADE RETENTION: If a teacher is considering a student for grade retention, this process (depending on Board policy) may begin as early as December as the teacher advises the Building Principal and, perhaps, the Chair of the Building-level SPRINT/RtI² team about that possibility.

Step 6 [Tier 2]. Building-Level SPRINT/RtI² Team Meeting. With all of the information, documentation, and data collected thus far, the teacher gets on the Building-level SPRINT/RtI² team’s meeting agenda, updates his/her Record Review information and form, and prepares and presents the case (see the SPRINT/RtI² Problem Solving Meeting section below).

When this SPRINT/RtI² Team determines that there is enough “Relevant/Known” information (again, see the SPRINT/RtI² Problem Solving Meeting section below), the teacher is formally assigned a SPRINT/RtI² Consultant who will work with the teacher in the classroom to formally complete the data-based, functional assessment problem-solving process. At this point, the teacher and SPRINT/RtI² Consultant formally:

- Analyze the conditions, circumstances, or problems that may be impacting the specific student;
- Identify and validate the reason(s) for the student’s difficulties; and
- Plan, implement, and evaluate the interventions needed by the student (as determined by the functional assessment).

When the intervention(s) is (are) identified, the teacher and SPRINT/RtI² Consultant must complete the Building-level Intervention Plan (see **Appendix/Form VI**) prior to implementing the intervention. All outcome data resulting from all phases of intervention are collected, documented, and entered into the Building-level Intervention Plan.

If progress or success does not occur at the strategic instruction or intervention level (i.e., there is an ongoing or continued lack of “student response”), the teacher and SPRINT/RtI² Consultant may meet again with the Building-level SPRINT/RtI² team. At this point, the case is reconsidered, along with all of the intervention-related information and data collected thus far. Based on the case review, the Building-level SPRINT/RtI² team may assign additional consultants and/or resources to continue the assessment and intervention process at a more intensive level.

Step 7 [Tier 2]. Developing a 504 Accommodation or Assistive Support Plan.

When indicated by the data and information collected, a teacher, consultant, or Grade-level SPRINT/RtI² team may refer a student to the Building-level SPRINT/RtI² team asking them to consider the need either for (a) a 504 accommodation plan for the student, and/or (b) non-special education-related assistive supports. The use of the Building-level SPRINT/RtI² team in either of these areas is a district decision. If allowed, the Building-level SPRINT/RtI² team proceeds with the referral and appropriate assessments by the relevant professionals are conducted, often as an extension of the data-based, functional assessment problem-solving process. As appropriate, 504 or Assistive Support plans are written and implemented based on the results of the respective assessments.

Note well: Some districts, due to state or district, may utilize different procedures and/or a different team of experts to guide these 504 or assistive support processes. In addition, these processes may be considered either Tier 1 or Tier 2 services or supports in some districts.

Step 8 [Tier 3]. Referral for Assessments to Determine Special Education Eligibility. Based on the student's lack of response to the interventions implemented by the teacher and the SPRINT/RtI² Consultant(s), the teacher and consultant meet again with the Building-level SPRINT/RtI² team. At this point, the case is reconsidered, along with all of the intervention-related information and data collected thus far. At this point, the Building-level SPRINT/RtI² team may decide to make a referral to have the student evaluated for eligibility as a student with a disability (such that more intensive services, supports, and/or interventions, under the provisions of an IEP, can be provided).

Step 9 [Tier 3]. Eligibility Confirmed; Services Provided through an IEP. After confirming the acceptability of the referral, the Special Education Assessment and Eligibility Team coordinates and/or completes the assessments needed to determine whether a student qualifies for academic and/or behavioral services as guided by an IEP under the IDEA. In order to facilitate seamless communication, coordination, collaboration, and use of the data and information collected and analyzed thus far, it is beneficial when the Eligibility Team is a subset of the individuals on the Building-level SPRINT/RtI² team.

If the student is eligible and in need of special education services, these services are coordinated with the general education program as well as any other “non-special education” (i.e., Tier, 1, Tier 2 or Tier 3) interventions needed by the student in areas other than his/her area of disability.

If the student does not qualify for special education, the case is returned to the Building-level SPRINT/RtI² team for continued planning, implementation, and evaluation of the interventions or services still needed by the student.

Step 10. Success and Termination. The SPRINT/RtI²'s data-based, functional assessment problem-solving process is formally discontinued when interventions are successful. When success occurs at any step other than the Building SPRINT/RtI² team level, the process is simply discontinued. When the case has been presented and processed at the Building SPRINT/RtI²-level (Step 6), that team should re-review and debrief the entire case, officially terminate it, and discontinue and conclude their involvement.

The SPRINT/RtI² Problem Solving Meeting

In Steps 5 or 6, the teacher goes to a Grade- or Building-level SPRINT/RtI² team meeting to present and discuss his or her student-specific information, data, and concerns. This section will briefly outline the different phases or parts of the meeting, focusing primarily on the Building-level SPRINT/RtI² team meeting, then discussing how the format of the Grade-level SPRINT/RtI² team meeting may differ.

Goals of the Meeting. While the long-term goal of the SPRINT/RtI²'s problem solving process is to develop and implement successful student and classroom interventions, **the goals of the Building-level SPRINT/RtI² Problem Solving Meeting include the following:**

Goal 1. To share, with meeting participants, the historical information, existing data, and current status of the student of concern (i.e., the Current Student Status Profile). This is done at the beginning of the first Building-level SPRINT/RtI² team meeting by the classroom teacher, who presents the information summarized on the Record Review Form.

Goal 2. To obtain additional, relevant information, from participants at the meeting, beyond that already collected during the Review of Existing Data and Records step, and to integrate and apply all of the data to the next steps of the SPRINT/RtI² process.

Goal 3. To use all the data collected, to clarify the initial classroom concerns resulting in a functionally descriptive, operational definition of the academic and/or overt behavior(s) of concern.

Goal 4. To determine if the student, during the current and past years, has received appropriate levels of effective instruction, and if any attendance, health, or mobility circumstances or conditions have affected his or her progress in the area of concern.

Goal 5. To determine what remediation, interventions, accommodations and/or modifications have already been attempted and to evaluate the treatment integrity and impact of those approaches.

Goal 6. To contribute to the (a) identification of student strengths and weaknesses, (b) determination of academic or behavioral gaps, and (c) initial functional assessment of the student concerns, including (d) the beginning generation of hypotheses to determine why they exist.

Goal 7. To determine if there is sufficient (Relevant/Known) information to proceed.

If there still are too many Relevant/Unknown questions and answers, the SPRINT/RtI² team suspends the case review, decides who will collect what information, and determines when the team will reconvene to hear and consider the new data.

Goal 8. If there is sufficient information, the SPRINT/RtI² team decides who is the best intervention-oriented consultant, in or available to the school, to work directly with the teacher to complete a comprehensive functional assessment, and to help design, implement, and evaluate strategic interventions.

Steps during the Meeting. When well-organized and prepared, cases presented to the Building-level SPRINT/RtI² team during the New Case Review part of the meeting typically are discussed for thirty (30) minutes or less. Below are the steps in a single New Case Review (see also Figures 12 and 13):

Step 1. The classroom teacher bringing the student of concern to the table, “presents” the case by reading through or highlighting the information, sequentially, on the Cumulative Folder/Record Review form. This presentation includes the teacher’s description of classroom interventions that have been tried, along with their data and results. All of this typically takes approximately 8 to 12 minutes, and should be done without interruption.

Step 2. Anyone with direct experience, interactions, or information regarding the student or case shares it as succinctly as possible. This typically takes approximately 5 minutes.

Step 3. The SPRINT/RtI² team clarifies and/or defines the problem and begins to identify existing skills gaps and replacement behaviors. This is typically done by the individual(s) on the SPRINT/RtI² team who have the most expertise in the area(s) of concern, although anyone on the team can participate. This part of the meeting typically involves a series of “Questions and Answers” between members of the team and the classroom teacher (and others who have interacted in the classroom with the student and/or teacher).

Step 4. As questions from the SPRINT/RtI² team are being answered, the meeting Recorder is documenting the “Relevant, Known,” “Relevant, Unknown,” and “Irrelevant” information that has been generated.

Ultimately, Steps 3 and 4 typically take approximately 10 minutes.

Step 5. If most of the SPRINT/RtI² team questions have been satisfactorily answered and a satisfactory level of relevant information is known, the team selects the best “Case Consultant,” in or available to the school, to work with the classroom teacher. After the meeting has concluded, this individual will work with the classroom teacher, in the settings wherein the student problem exists, to facilitate the more formal and complete data-based, functional assessment, problem solving process.

If the SPRINT/RtI² team feels that there are too many relevant questions or pieces of information that are unknown, they can suspend the review and discussion of the case, decide who will collect the missing or unknown information, and determine when to reconvene to hear and consider the new data/information.

Beginning the SPRINT/Rtl² Team Meeting

- **The Requesting Classroom Teacher presents the case guided by the Cumulative Folder Review form. (8 to 12 minutes without interruption)**
- **Other Team members share their information about the student/case**
- **The Team clarifies and defines the problem, identifying skill gaps and replacement behaviors.**

The SPRINT/Rtl² Team Meeting Continues

- **“Relevant Known,” “Relevant Unknown,” and “Irrelevant” information is categorized.**
 - When there are too many “Relevant Unknowns”– Assign individuals to gather the information; Schedule a time to reconvene the Team**
 - When most information is “Relevant and Known”– Assign a SPRINT Consultant to work with the Teacher on functional assessment/intervention activities;**
- **Decide when the Team needs to review/receive updates on the case (Between 2 to 6 weeks).**

Figures 12 and 13.

Step 6. When the case has been assigned to an SPRINT/RtI² Case Consultant, the team decides when an update on the status/progress of the case will occur. Presented during the Consultant Case Review part of the SPRINT/RtI² team meeting, an update of every case occurs at least once every six weeks, although the team can decide to receive an update more frequently. Thus, an update could occur after only one, two, three, four, or five weeks.

Typically, a case involving extreme conditions or circumstances is reviewed within two weeks of its New Case Review meeting. A case where the team wants feedback on the results of the functional assessment and the recommended interventions often is reviewed within three to four weeks of its New Case Review meeting. Finally, a more “routine” case or a case that may require more time to complete the functional assessment is likely to be reviewed within five or six weeks of its New Case Review meeting.

Ultimately, as the last steps of a New Case Review, Steps 5 and 6 typically take approximately 10 minutes.

Summary: The SPRINT/RtI² Process – Important Principles and Practices

This Manual has outlined a model SPRINT/RtI² process a school or district could adopt, use, and/or integrate into its policies and procedures to guide its effective school and schooling activities for students demonstrating academic or social, emotional, or behavioral challenges. Embedded within this Manual have been a number of important SPRINT/RtI² principles and practices. They included the following:

- Students succeed academically and behaviorally because of the characteristics, actions, and activities within the Instructional Environment.
- All students receive scientifically- and/or research-based instruction to the greatest extent possible in general education settings using general education curricula.
- Instruction focuses on both academic achievement and mastery, and social, emotional, and behavioral self-management and competence. Instruction is differentiated to maximize students’ speed and degree of mastery.
- Student success is most facilitated within positive, safe, and supportive school settings and classroom environments.
- Students’ academic and behavioral progress is continually monitored in the classroom using authentic and other assessments to determine skill mastery, independence, and application.
- Assessments of student progress are reliable and valid, and they evaluate the functional and meaningful outcomes and proficiencies that relate to curricular, district, and state academic expectations.

- Teachers and others use classroom performance and progress monitoring data as the basis for all instructional decisions.
- When individual students are not making appropriate academic or behavioral progress, the presence of effective classroom instruction and classroom management is evaluated first before considering more intensive instruction or intervention.
- Teachers and others use a data-based functional assessment process when students are not responding to effective instruction or classroom management to determine whether (a) adapted classroom instruction (e.g., skill remediation, instructional accommodations and/or curricular modification), or (b) more targeted or specific classroom-based intervention is needed.
- When students do not respond to classroom-based instructional or intervention approaches, teachers and others use more intensive, multi-factored, multi-disciplinary data-based functional assessments to determine the need for more strategic or intensive services, supports, strategies, and/or programs. These assessments determine why the student challenge is occurring, and the outcomes are directly linked to the instruction or intervention needed.
- Collegial consultation is provided in the setting(s) where the situation or problem is occurring whenever possible.
- All instructional or intervention services are delivered, to the greatest degree possible, in general education settings or in the settings where the situations or problems are occurring in.
- Instruction/Intervention plans should be written prior to implementation, and they should include the methods and steps, resources and training, timelines and outcomes, and formative and summative evaluations needed for implementation integrity and success.
- Evaluations should be formative and summative and address both short- and long-term intervention goals and outcomes.

Appendices/Forms

Appendix/Form I:	Record Review Form
Appendix/Form II:	Parent Communication Log
Appendix/Form III:	Checklist of Possible Hypotheses to Explain Student Difficulties
Appendix/Form IV:	Classroom-Level Intervention Log
Appendix/Form V:	Grade-Level SPRINT/RtI ² Team Intervention Log
Appendix/Form VI:	Building-Level SPRINT/RtI ² Team Intervention Plan

Appendix/Form I: Record Review Form

**THE CUMULATIVE FOLDER/STUDENT
RECORD REVIEW AND ANALYSIS FORM**

Student's Name:

Date of Birth:

Teacher's Name:

Grade Level:

Date of Request:

Chronological Age: ___yr ___mo

School:

1. Describe the reason(s) for referral?
a. Academic Referral? ___yes ___no
Specify:

(Note: If an academic referral, bring Progress Monitoring/Running Records/Other data/information)

- b. Behavioral Referral? ___yes ___no
Specify:

2. What replacement behaviors would you like to see?

a. Academic:

b. Behavioral:

3. Have you presented this case to your grade level team?

Yes ___ No ___ Date _____

If "yes", what interventions were suggested or what recommendations did the grade level team make?

4. Is this student age-appropriate for grade level? ___yes ___no

If NO, please specify why? Check all that apply.

- a. Retained (grade level ___)? _____
- b. Started school late? _____
- c. Held out of school? _____
- d. Do Not Know Reason _____

5. What special services has this student received? Check all that apply.

Dates of service

- a. No special services _____
- b. Special Education Services:
 - Specific Learning Disability _____
 - Cognitively Disabled _____
 - Severely Emotionally Disturbed _____
- If Special Ed, Resource ___ or Self-Contained ___?
- c. Speech/Language _____
- d. Occupational Therapy _____
- e. Preschool Education _____
- f. Alternative/Opportunity School _____
- g. Family Services _____
- h. Counseling (Be specific) _____

If student has received special services, please specify when those services began and for how long were they delivered.

6. Outline the student's educational history:

<u>Grade</u>	<u>School Year</u>	<u>Teacher</u>	<u>School</u>
Pre K	_____	_____	
Kinder	_____	_____	
1 st Grade	_____	_____	
2 nd Grade	_____	_____	
3 rd Grade	_____	_____	
4 th Grade	_____	_____	
5 th Grade	_____	_____	
6 th Grade	_____	_____	
7 th Grade	_____	_____	
8 th Grade	_____	_____	
9 th Grade	_____	_____	
10 th Grade	_____	_____	
11 th Grade	_____	_____	
12 th Grade	_____	_____	

School Moves (Multiple Schools in One School Year)

<u>School Year</u>	<u>Grade</u>	<u>Teacher</u>	<u>School</u>
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

Total Number of School Changes _____

7. Average academic and behavioral progress of the student. (Benchmark, achievement scores or report card grades may be used.)

<u>ACADEMIC</u>	<u>Reading</u>	<u>Math</u>	<u>Language Arts</u> <u>(Scores/Grades)</u>	<u>Science</u>	<u>Social Studies</u>
Grade Level					
___	___/___	___/___	___/___	___/___	___/___
___	___/___	___/___	___/___	___/___	___/___
___	___/___	___/___	___/___	___/___	___/___
___	___/___	___/___	___/___	___/___	___/___
___	___/___	___/___	___/___	___/___	___/___

11. Please think about the referral problem(s) and the reason(s) why the problem might exist and why the replacement behavior has not occurred. Give your best judgment about which of these areas might be contributing to the problem. (See attached pages 1-4 to assist with answering the following questions)

1. What Child Characteristics might be related to the problem?

2. What Curricular issues might be related to the problem?

3. What Teacher/Instructional issues might be related to the problem?

4. What Classroom/Peer issues might be related to the problem?

5. What School/School District issues might be related to the problem?

6. What Home/Community issues might be related to the problem?

Appendix/Form III:

**Checklist of Possible Hypotheses to
Explain Student Difficulties**

I. Child Characteristics/Conditions

Hypothesis

Cognitive Areas:

Adequate/inadequate short and long-term memory (auditory, visual)
Length of attention span
Self-monitoring and self-management skills
Self-control/Impulsivity (ability/inability to delay long
enough to think/ behave)
Ability/inability to integrate visual/motor/auditory tasks
Presence/absence of prerequisite academic skills for task
Cognitive/meta-cognitive ability and skills

Behavioral Areas:

Self-control and self-management skills
Attributions, beliefs, expectations, attitudes
Social skills (interpersonal, problem-solving, conflict
resolution skills)
Adaptive behavior skills
Academic engagement

Health Areas:

Hearing, motor, vision skills
Presence of specific health conditions
Physical and motor (fine and gross) capacity
Medication cycle not appropriate for school day/activities
Side effects of medication
Speech/language difficulties
Metabolism
Fatigue/persistence resulting in higher activity, less ability to focus, etc.

Other:

Excessive absences or moves
Lack of sensory stimulation during early childhood Language other than English

II. Peer Characteristics/Conditions

Hypothesis

Degree of cohesion between students relative to sharing common interests, values, and goals
Peers support/reinforcement of appropriate/inappropriate behavior
Peers providing/not providing appropriate/adequate models
Social/Academic skills of peers significantly higher (lower) than referred student
Peer influence over student's appropriate/inappropriate behavior (e.g., supporting vs. taunting and instigating)
Expectations/values of peer group that influence student

Other:

III. Curriculum Characteristics/Conditions

Hypothesis

Curriculum too easy or difficult
Curriculum relevant/not relevant to child experiences/understanding
Curriculum flexible/inflexible in its ability to be adapted to students' learning styles or individual needs
Curriculum presented in a way that relates to child strengths/weaknesses (lecture/auditory, etc.)
Curriculum presented too fast or slow for student learning rate
Sufficient/Insufficient opportunity to practice skills
Length of curriculum assignments too long/too short for attention/concentration skills of student
Philosophy of curriculum presentation too narrow or broad (e.g., phonics only)
Curriculum empirically-based or not relative to student learning outcomes

Other:

IV. Teacher Characteristics/Conditions

Hypothesis

Teacher expectations too high/too low for skills of student
Feedback to student frequent/not frequent enough
Rate of reinforcement too high/too low for student needs
Presence/absence of assessment as an integral component of instruction
Student and teacher physically too far apart or too close
Sufficient/Insufficient rehearsal time, direct instruction time, teacher guided practice
Teacher energy, fatigue, or tolerance resulting in higher positive/negative or more/less frequent feedback and interaction
Teacher familiar/unfamiliar or experienced/inexperienced with curricular methods needed by child
Level of supervision (frequency/rate) too high/low for student needs
Teacher teaching style related to child strength or weakness areas

Other:

V. Classroom/School/District Characteristics/Conditions

Hypothesis

Classroom seating arrangement fosters problems (too close/near to peers, too far from/close to teacher, near window or distractions, etc.)
Rules/expectations in class/building far exceed skills of student to be successful
Presence/absence of a school-wide discipline approach
School and staff (staff to student) ratio
Sufficient/insufficient school materials (books, labs, other learning resources)
Satisfactory/unsatisfactory professional development programs for staff
Areas in building that are supervised adequately/inadequately
Consistent/Inconsistent discipline programs/philosophies/differences between staff who interact with students
Temperature of building/classrooms
Schedule of the daily activities
Bus ride (length, problems on bus carry over to school, other)

Other:

VI. Family/Neighborhood/Community Characteristics/Conditions

Hypothesis

- Parent discipline adequate/inadequate (e.g., too severe/passive, teaches child pro social or aggressive strategies)
- Presence of conflict/physical aggression between parents/guardians
- Presence/absence of appropriate/inappropriate levels of parent supervision
- Parents support/non-support of homework completion
- Discrepancy in values/expectations between home/school
- Parent academic skills adequate/inadequate to help child
- Reading and related academic and appropriate extracurricular activities present/absent in or supported by the home
- Parent difficulties (substance abuse, etc.) result in inconsistent parenting, low levels of supervision, negativity
- Parent able/unable or willing/unwilling to reinforce school-related academic/behavior strategies in the home
- Parent expectations too high/too low for child along with too much/too little pressure
- Parent willing/unwilling or able/unable to meet health/nutrition/basic needs of child resulting in potential school absences, tardiness, ability of child to concentrate on school tasks, etc.
- Parent supervision of student relative to the presence/absence of appropriate/ inappropriate adults/peers in community

Other:

Appendix Form IV

Classroom Intervention Progress Plan

Student _____ DOB: _____ Grade: _____

Intervention	Who is responsible
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention will be Measured
Results:	
Intervention	Who is responsible
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention will be Measured
Results:	

Intervention	Who is responsible
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention will be Measured
Results:	
Intervention	Who is responsible
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention will be Measured
Results:	

Appendix Form V

Grade Level SPRINT/RtI² Team Intervention Progress Plan

Student _____ DOB: _____ Grade: _____

Intervention	Who is responsible
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention will be Measured
Results:	
Intervention	Who is responsible
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention will be Measured
Results:	

Intervention	Who is responsible
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention will be Measured
Results:	
Intervention	Who is responsible
	Duration (weeks or month/day/year)
	Desired Outcome
	How Success of Intervention will be Measured
Results:	

Appendix Form VI: Building-Level SPRINT/RtI² Team Academic/Behavioral Intervention Plan

Student's Name:

Date of Birth:

Teacher's Name:

Grade Level:

Date:

Chronological Age: ___yr ___mo

School:

Academic or Behavioral Goal/Target /Objectives	Evidence-based Intervention/ Methods to be Used	People Needed (For Consultation or Direct Services)	Other Resources Needed
Goal 1:			
Goal 2:			
Goal 3:			

