

## Guiding Principles

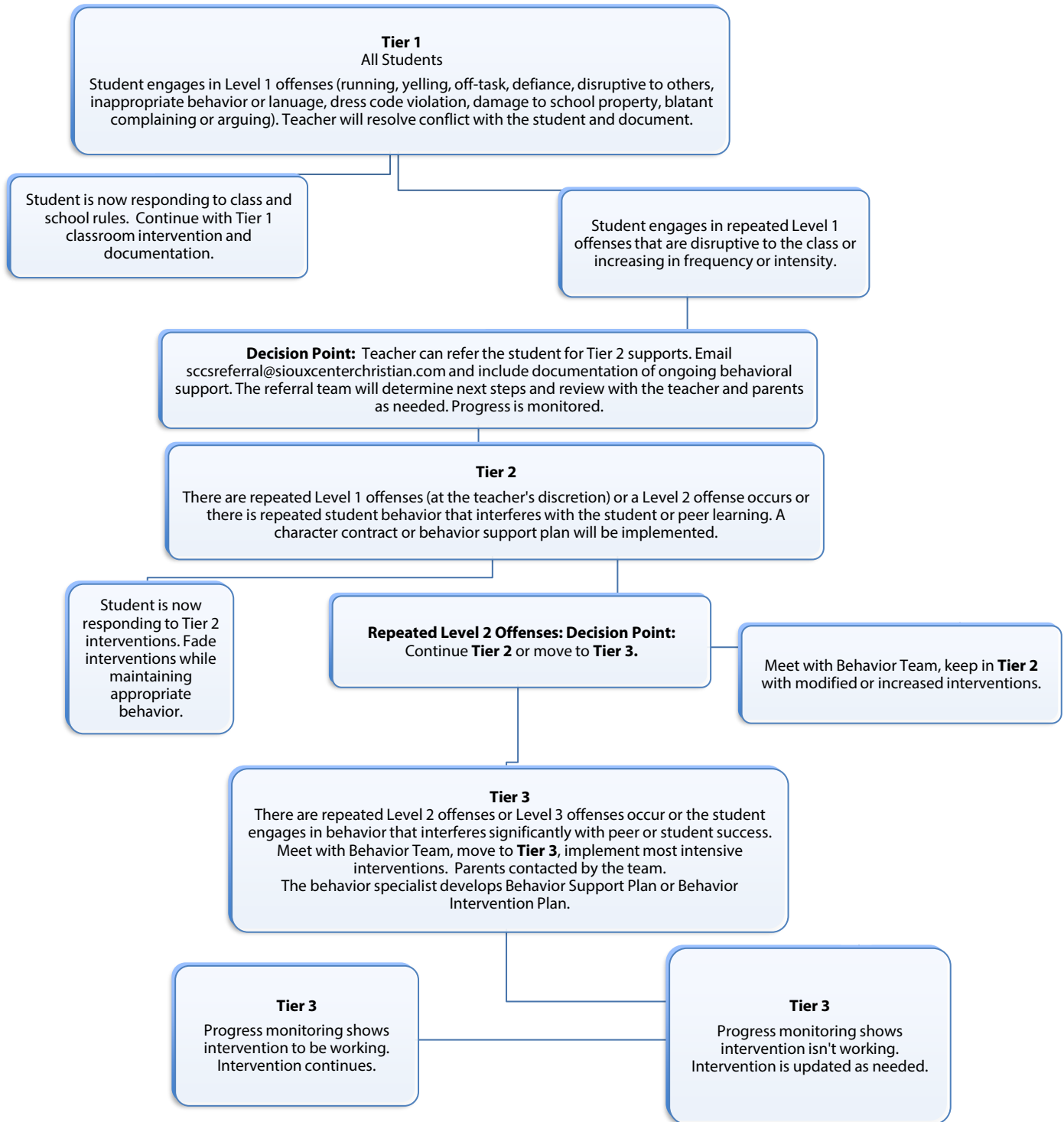
- Centralized Leadership and Team
- Culture of Collaboration and Accountability
- Prevention and Early Intervention
- A Flexible Process, an Approach
- **All** Students Benefit
- Use of Data and Teacher Wisdom
- Integration into Classroom Life

## Essential Components (35 years of research)

- Universal, Research-Based Curriculum and Instruction in State and National Standards
- Screening of All Students Several Times a Year
- Interventions at All Levels (Academic and Behavior)
- Progress Monitoring Guides Decisions
- Data-Based Decision Making Leading to Increasingly Intensive Interventions
- Directly Matching Interventions with Need

<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>○ <b>CORE</b></li> <li>○ <b>80-85% of students</b> (per grade level)</li> <li>○ <b>40<sup>th</sup> percentile and above</b></li> <li>○ In the classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>All students</b> receive research-based, high quality, general education instruction and curriculum that uses universal screening and progress monitoring at least 5 times a year.</li> <li>▪ Proactive interventions are oriented toward whole-group instruction.</li> <li>▪ Includes ALL students.</li> <li>▪ <b>“Good Teaching”</b></li> <li>▪ <b>Case manager</b> = no</li> <li>▪ <b>Parent meeting</b> = no</li> </ul>	<ul style="list-style-type: none"> <li>✓ Re-teaching and review</li> <li>✓ Iowa Core Curriculum</li> <li>✓ National standards</li> <li>✓ Best practices teaching strategies</li> <li>✓ Sensory</li> <li>✓ Guidance services</li> <li>✓ Direct skill instruction</li> <li>✓ Differentiation</li> <li>✓ Medical needs</li> <li>✓ Common accommodations</li> <li>✓ Change in environment (seating, schedule, breaks, materials, etc.)</li> <li>✓ Teacher and/or para support</li> <li>✓ Behavior plans and supports</li> </ul>
<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>○ <b>TARGETED</b></li> <li>○ <b>10-15% of students</b> (per grade level)</li> <li>○ <b>17<sup>th</sup>-39<sup>th</sup> percentile</b></li> <li>○ In or out of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ In <b>ADDITION</b> to Tier 1, interventions are provided to students who generally fall below the 39<sup>th</sup> percentile on universal screening or are not successful in Tier 1.</li> <li>▪ Interventions are put in place for the student’s area(s) of deficit or areas of behavior that interfere with learning.</li> <li>▪ These students are progress monitored frequently (about once a month).</li> <li>▪ <b>Case manager</b> = as appropriate</li> <li>▪ <b>Parent communication</b> = yes</li> <li>▪ <b>Academic and/or Behavior Support Plan</b>, as appropriate</li> <li>▪ <b>504 Plan</b>, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>✓ Options from Tier 1</li> <li>✓ Alternative lessons for weak skill areas</li> <li>✓ Targeted differentiation</li> <li>✓ SOAR Club</li> <li>✓ Title 1</li> <li>✓ Resource room</li> <li>✓ Small group reading</li> <li>✓ Common accommodations</li> <li>✓ OT/PT/speech</li> <li>✓ Directed study hall</li> <li>✓ Academic support</li> <li>✓ Summer school</li> <li>✓ Para support</li> <li>✓ Behavior support plan</li> </ul>
<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>○ <b>EXCEPTIONAL</b></li> <li>○ <b>3-5% of students</b> (per grade level)</li> <li>○ <b>16<sup>th</sup> and below percentile</b></li> <li>○ <b>Discovery Room criteria</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ In <b>ADDITION</b> to Tier 1 and Tier 2, increasingly intensive interventions are provided to students who have not made progress in Tier 1 or 2 and are generally below the 16<sup>th</sup> percentile and/or meeting Discovery room criteria. Students may also qualify for Tier 3 behavioral services if school behavior interferes significantly with the student or their peers.</li> <li>▪ These students are progress monitored frequently (about every 2 weeks).</li> <li>▪ Interventions are provided by highly trained personnel.</li> <li>▪ <b>Case manager</b> = yes</li> <li>▪ <b>Parent meeting</b> = yes</li> <li>▪ <b>504 Plan</b></li> <li>▪ <b>Behavior Support Plan or Behavior Intervention Plan (BIP)</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Options from Tier 1 and Tier 2</li> <li>✓ Alternate curriculum</li> <li>✓ Life skills</li> <li>✓ Social skills</li> <li>✓ Intensive accommodations</li> <li>✓ Discovery services</li> <li>✓ Modified curriculum</li> <li>✓ Functional behavior assessment</li> <li>✓ Behavior support plan or behavior intervention plan</li> </ul>

# Behavior Process



# UNIVERSAL SCREENING (STAR Reading/STAR Math/CBM)

