



Multi-Tiered System of Support (MTSS) Manual

2020-2021

Angela Lassetter, *Head of Schools*

“

We're doing
everything to help
your student
succeed...

”



Program Summary

This section serves to provide information about the function and purpose of the Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) program.

Georgia Department of Education

According to the GADOE, Georgia's Tiered System of Supports for Students (Georgia's MTSS) is a framework that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. In Georgia, a three-tiered prevention system, based in the general education classroom guides teachers and leaders to routinely implement a strong and rigorous standards-based learning environment.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process also known as Response to Intervention or RTI. RTI is embedded within Georgia's Tiered System of Supports for Students. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

Goals of a RTI System include:

- For the school and staff to provide effective teaching that fits the needs of each student.
- For the school and staff to make sure the classroom environment is the best possible for every student.
- To help all students meet grade level standards.
- To use student data to identify students who may be struggling.
- **To "add to" general education instruction, not "replace" with something different.**
- To provide interventions ("help") as a natural, ongoing part of education that doesn't wait until the student is struggling.

Every Student Succeeds Act (ESSA) requires the use of evidence-based interventions and suggests that schools and districts implement a tiered system of supports. ESSA also allows state flexibility in using grant funds to implement a MTSS framework for literacy in kindergarten through grade 12 [Sec 2224(e)(4)].

House Bill 740 requires local school systems to use multi-tiered system of supports and reviews prior to expelling or assigning a student in preschool through third grade to out-of-school suspension for more than five consecutive or cumulative days during a school year.



Table of Contents

Table of Contents	3
Overview	5
Pyramid of Supports	5
Positions/Roles and Responsibilities	7
Chapter 1: Glossary of Commonly Used Terms	8
Chapter 2: Tiers of Support	11
2.1: Tier 1-Standards Based Learning	11
2.2: Tier 2-Needs Based Learning	11
2.3: Tier 3-Student Support Team	12
2.4: Special Education Referral	13
Chapter 3: Solving Learning Concerns-Process and Procedures	14
3.1: Identification	14
3.2: Progress Monitoring	14
3.3: Differentiated Instruction	15
3.4: Universal Screeners	15
3.5: Data Analysis	15
3.6: Meetings	16
Chapter 4: Direct Parent Referrals	17
Chapter 5: Academic Interventions	18
5.1: Elementary School (K-5)	18
5.2: Middle School (6-8)	18
5.3: High School (9-11)	19
5.4: Commonly Used Interventions and Strategies	20

Chapter 6: Behavior Interventions and Progress Monitoring	25
6.1: Anxious and Depressive Tendencies (Not Clinical)	27
6.2: Attention Difficulties-Selective Attention	28
6.3: Cyber Bullying/Threatening	30
6.4: Disruptive Behaviors	31
6.5: Disrespectful/Insubordinate	32
6.6: Easily Distracted/Lack of Focus	33
6.7: Electronic Misuse (Including Chat)	35
6.8: Hyperactivity	36
6.9: Interrupts Class	37
6.10: Misuse of School Technology	37
6.11: No Class Participation	38
6.12: Not Following Directions	39
6.13: Off-Task	40
6.14: Poor Impulse Control	41
6.15: Power Struggle	42
6.16: Sleeping at Inappropriate Times	43
6.17: Swearing/Obscene Language	44
6.18: Tantrums	45
6.19: Tardy	46
Frequently Asked Questions about MTSS	47
Bibliography	50
Appendices	56



Overview

Pyramid of Supports

Source: Georgia Department of Education

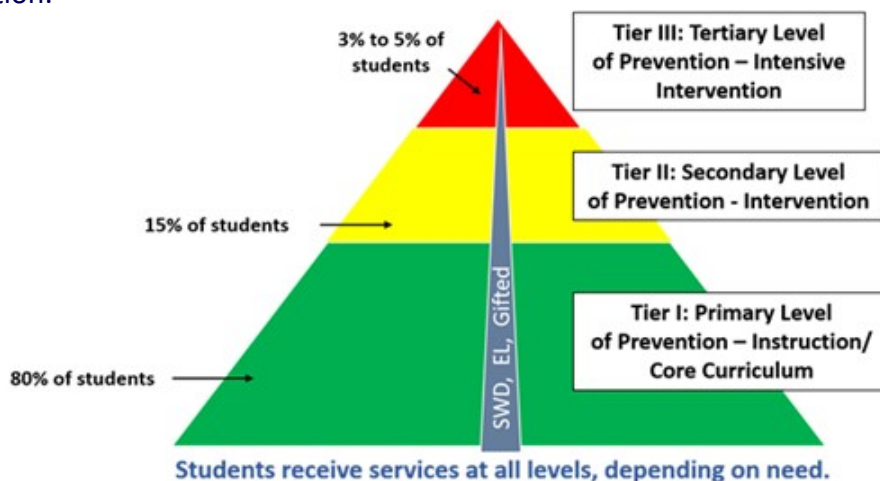
Multi-Level Prevention System

Response to Intervention (RTI) is embedded throughout Georgia's Tiered System of Supports for Students (Georgia's MTSS) framework. RTI is embedded within the Multi-Level Prevention System to provide support matched to student need to maximize student achievement and improve behavioral outcomes.

Georgia's MTSS includes schoolwide implementation that focuses on the “what and how of instruction” and the provision of services and supports to students that meet their unique, whole child needs.

Until now, Georgia was the only state to have a four-tiered pyramid. Now, Georgia operates within a three-tiered, multi-level prevention system. Students will receive services at all levels, depending on their needs. When all components are implemented, research shows results include strengthened Tier I instruction with 80% of students responding to core curriculum.

Georgia's Tiered System of Supports for Students represents a cross-divisional effort among Teaching and Learning, School and District Effectiveness, Federal Programs, Positive Behavioral Interventions and Supports and Special Education.



A multi-level prevention system is an essential component of Georgia's MTSS. The component includes three levels of intensity or prevention that is designed to improve high-quality core instruction, evidence-based interventions, and supports when used effectively within the framework.

The triangle graphic depicts the progression of support across the multi-level prevention system. The triangle represents three levels of prevention and the percentage of students that are expected to benefit from the levels of prevention in an effective system.

The levels are Tier I: Primary Level – Instruction/Core Curriculum, Tier II: Secondary Level – Intervention and Tier III: Tertiary Level - Intensive Intervention.

Tier I: Primary Level – Instruction/Core Curriculum

Focus	All Students
Instruction	District curriculum and instruction practices that are research based; aligned with state or district standards; and incorporate differentiated instruction
Setting	General education classroom
Assessments	Screening, continuous progress monitoring, and outcome measures or summative assessments

Tier II: Secondary Level – Intervention

Focus	Students identified as in need of enrichment/acceleration or who are at risk for poor learning and/or behavioral outcomes
Instruction	Targeted, supplemental instruction delivered to small groups (evidence-based interventions)
Setting	General education classroom or other education settings within the school
Assessments	Progress monitoring, diagnostic

Tier III: Tertiary Level - Intensive Intervention

Focus	Students who have not responded to primary or secondary level prevention
Instruction	Intensive, supplemental instruction delivered to small groups or individually
Setting	General education classroom or other appropriate setting within the school
Assessments	Progress monitoring, diagnostic



Positions/Roles and Responsibilities

MTSS Academic Intervention Manager

The MTSS Academic Intervention Manager is a highly qualified, state certified educator responsible for maintaining MTSS processes and procedures in an online environment. The Academic Intervention Manager provides support and guidance to district staff and helps manage the learning process by focusing on students' individual needs. Managers monitor student progress through various platforms and work closely with School Level Coordinators, Intervention Specialists, teachers, students, and parents/Learning Coaches to advance each student's learning toward established goals.

MTSS Academic Intervention Coordinator

The MTSS Academic Intervention Coordinator is a highly qualified, state certified educator responsible for implementing MTSS processes and procedures in an online environment. Coordinators provide support and guidance to school-based staff, and help manage the learning process by focusing on students' individual needs. Coordinators monitor student progress through various platforms and work closely with Intervention Specialists, teachers, students, and parents/Learning Coaches to advance each student's learning toward established goals.

MTSS Academic Intervention Specialist

The MTSS Intervention Specialist is a highly qualified, state certified educator responsible for delivering specific course content in an online environment. Specialists provide instruction and support, manage the learning process, and focus on students' individual needs. Specialists monitor student progress through various platforms and work closely with teachers, students, and parents/Learning Coaches to advance each student's learning toward established goals.

MTSS Behavior Intervention Specialist

The MTSS Behavior Intervention Specialist is a highly qualified, state certified educator responsible for delivering specific behavioral interventions in an online environment. Specialists provide support and guidance, manage the learning process, and focus on students' individual behavioral needs. Specialists monitor student progress through various platforms, and work closely with teachers, students, and parents/Learning Coaches to advance each student's behavior toward established goals.



Chapter 1: Glossary of Commonly Used Terms

Terms from Georgia Department of Education Website

Acceleration – interventions that are implemented to increase the speed at which students acquire skills.

Assessment – broad term used to describe the collection of information about student performance in a specific area. Assessments or tests can be formal or informal.

At Risk – students who have poor learning and/or behavioral outcomes. Also, students in jeopardy of being retained or students who may not be on track to graduate on time.

Benchmark – measures that are used to determine student progress and to guide instruction. For example, measures may assess a specific skill such as number of correct words read per minute (reading fluency).

Best Practices – evidence-based teaching strategies that generate positive student response.

Collaboration – a team process of working together cooperatively to achieve a goal or complete a task. MTSS requires a team approach to positively impact student outcomes.

Components – a comprehensive set of services, resources, and cohesive strategies that are essential to implement the MTSS framework as intended and to meet the needs of all learners.

Culturally and Linguistically Responsive Teaching – integrating instructional resources and tools that include the student's native language and/or rhetoric and experiences to eliminate learning barriers.

Data-Based Decision Making - an essential component of Georgia's Tiered System of Supports for Students: a process for setting/evaluating goals; the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.

Differentiated Instruction - broad term referring to recognizing and responding to students' varying interests, readiness levels, and learning needs.

Effective Teaming – a critical element of Georgia's Tiered System of Supports for Students; a team of people who work collaboratively to accomplish goals by reviewing data and determining next steps.

Evidence-Based Practices - an essential component of Georgia's Tiered System of Supports for Students; an educational practice or strategy that has factual evidence for results.

Evidence-Based Intervention - an intervention for which data from scientific, rigorous research studies have demonstrated or validated the results.

Family and Community Engagement – a critical element of Georgia’s Tiered System of problem-solving process and in decisions regarding adjustments to interventions to improve academic and behavioral outcomes.

Fidelity (Fidelity of Implementation) - the accurate and consistent delivery of instruction or assessment in the way it was designed or prescribed according to research findings and/or developers’ specifications.

Framework – intended plan or model for articulating teaching/learning activities, assessment/tests, processes, and desired results that can maximize student achievement. This may include long-term understandings/knowledge, essential questions, tasks/activities, culminating tasks, rubrics, and resources.

High Leverage Practices (HLP) – teaching strategies that are used by teachers to support student learning.

Infrastructure – an essential component of Georgia’s Tiered System of Supports for Students; knowledge, resources, and organizational structures of a school that support the effective use of an MTSS framework.

Integration – to bring together and become part of a larger group, task or project. Interventions –instruction that is based on student need; supplements the general education curriculum and is made up of evidence-based instructional strategies and techniques.

Leadership - a critical element of Georgia’s Tiered System of Supports for Students; the ability of an individual or organization to lead or guide individuals, teams, or processes. Multi-level Instruction – school-wide instruction delivered to all students in various forms and methods that are designed to meet each students’ needs.

Professional Learning - a critical element of Georgia’s Tiered System of Supports for Students; district and school leadership provide a supportive environment for teachers’ learning which helps to ensure highly qualified staff, quality instruction, and implementation of evidence-based practices.

Progress Monitoring – an essential component of Georgia’s Tiered System of Supports for Students; scientifically based practice that is used to assess students’ academic and behavioral performance and evaluate the effectiveness of instruction; can be implemented with individual students or an entire class.

Multi-Tiered Prevention System - an essential component of Georgia’s Tiered System of Supports for Students; a school-wide framework with support systems and resources designed to provide support matched to student need to maximize student achievement and reduce poor behavioral outcomes.

Screening - an essential component of Georgia’s Tiered System of Supports for Students; conducted to identify students who may need additional instruction or help so that early intervention can occur. Screening assessments or tests typically are brief and usually are administered with all students at a grade level.



Chapter 2: Tiers of Support

2.1: Tier 1-Standards Based Learning

*Tier 1: Primary Level-Instruction/Core Curriculum-*Standards-based instruction, universal screening, and progress monitoring are the critical foundation elements of the Response to Intervention model. Every public school in Georgia is mandated to teach the standards to all students based on their grade level and/or content area. Universal screening helps teachers identify students who will need more individualized assistance. Progress monitoring allows teachers to assess the effectiveness of instruction and to differentiate their assistance based on the instructional and/or behavioral needs of the students. When a variety of Tier 1 strategies are utilized, and the student is not showing significant improvement, this should be the trigger that activates the school's RTI plan to bring more focused attention and more intensive instructional assistance that comprises Tier 2.

Any student enrolled at Georgia Cyber Academy receives Tier 1 interventions on a regular basis. Tier 1 interventions include live class sessions, access to content through the online learning platform, small group instruction, access to class recordings, access to notes and PowerPoints, and the ability to retake or resubmit assignments in order to show mastery. Student achievement is measured and monitored through class assignments, Interim Assessments, benchmark assessments (MAP), and Milestones assessments.

2.2: Tier 2-Needs Based Learning

Tier 2: Secondary Level-Intervention- Tier 2 is characterized by the addition of more concentrated small-group or individual interventions that target specific needs and essential skills. All Tier 2 Interventions must be evidence-based and aligned to the needs of the student and resources of the school. Interventions may involve an increase in intensity, frequency, and duration of the strategies utilized in Tier 1, or they may be entirely different based on information shared among staff members. Collaboration by staff in delivery of rigorous instruction and appropriate Tier 2 interventions is vital to ensure a transfer of learning from Tier 2 to Tier 1 activities. Teachers use evidence-based interventions, goal setting, and ongoing progress monitoring to measure student response to interventions and to guide the decision-making process. Progress monitoring is more frequent and is vital to judge the effectiveness of interventions based on the student's response to them. If such interventions, implemented with fidelity and for an established duration, are not effective, then the staff must call upon the assistance of the Student Support Team (SST) and may refer the student for Tier 3 support.

Students who are not successful at Tier 1 may require additional support and progress monitoring at Tier 2. Students are identified for Tier 2 through consideration of their benchmark and Milestones scores, educational history, and teacher input. Once a student is elevated to Tier 2, he or she will begin meeting with his or her Academic Interventions Monitoring (AIM) teacher for additional remediation sessions each week.

The teacher should develop rigorous yet realistic, measurable goals for the student. The teacher will provide targeted instruction and will collect weekly data points to monitor student growth and progress.

2.3: Tier 3-Student Support Team

Tier 3: Tertiary Level-Intensive Intervention- If a student is not making adequate progress or showing appropriate growth at Tier 2, the MTSS team may determine that he or she needs additional support at the Tier 3 level. In order to elevate a student to Tier 3, the MTSS team (School Level Coordinator, Intervention Specialists, content teachers, and parent when possible) will hold an SST meeting to review student data. If the student's progress monitoring data from Tier 2 shows little or no growth, the team may decide to elevate the student to Tier 3. The SST team should develop realistic yet rigorous, measurable goals for the student.

Once elevated, the student will receive a higher frequency and intensity of interventions and support structured to the individual needs of the student. The intervention specialist will meet with the student in a small group each week to provide individualized remediation in the necessary areas, while also collecting data on the student's progress. Progress monitoring data is collected weekly to analyze the student's response to interventions. SST meetings are held every 4-6 weeks to review the data and determine if growth has occurred. Students may stay at the Tier 3 level and continue receiving Tier 3 supports or move to Tier 2 if data indicates substantial growth. When students have received interventions for an adequate period of time and little to no growth has been made, they may be referred for further evaluation and Special Education consideration.

In summary, the SST is mandated by federal court order and our MTSS model is a systemic process to bridge behavioral and academic gaps. Ultimately, the success of any SST relies on the foundation of Tiers 1 and 2. Success is attainable when schools analyze their data to identify school-wide, classroom, and individual student needs and by their use of evidence-based strategies and interventions led by ongoing professional learning, coaching, and measurement of student response to these supports. The Georgia Multi-Level Prevention System is a robust school improvement framework which is guided by data-driven decision making and time-proven practices to proactively address the needs of all Georgia students in the 21st Century.

2.4: Special Education Referral

After providing interventions and collecting data for 6-8 weeks, the SST team will reconvene and review student data. If a student has not made adequate progress after an appropriate period of time and has been provided with appropriate instruction, a request for an educational evaluation may be initiated. At that time, the team may decide to continue supporting the student at Tier 3 or may decide to refer the student for a psychoeducational evaluation and Special Education consideration.



Chapter 3: Solving Learner Concerns-Processes and Procedures

3.1: Identification

Tier 1 - General population of students- Universal screeners and benchmark assessments are administered periodically throughout the year to determine students in need of more targeted instruction.

Tier 2- The MTSS team uses a variety of sources to identify students for Tier 2 support. The team considers iReady Diagnostics, MAP scores, and Milestones scores, as well as retention history and teacher recommendation. These students are required to attend all live class connect sessions.

Tier 3- Students who have 4 or more data points and who do not make adequate progress at Tier 2 are considered for Tier 3 support. The Student Support team considers academic history, GA Milestones, MAP scores, Interim Assessments, current grades, pretest scores, enrollment history, and Tier 2 data when elevating a student to Tier 3. If data shows the need for elevation, the student is referred to Tier 3.

3.2: Progress Monitoring

Tier 1- Students are monitored three times per year through MAP and Interim Assessments.

Tier 2- Students meet with general education Math and/or ELA teachers two times per week for small group targeted classes. Elementary and middle school students are monitored weekly with iReady Teacher Assigned Lessons (TALs), while high school students are monitored through Exact Path. Tier 2 progress monitoring probes monitor student progress on grade level. After six weeks of progress monitoring, the teacher may complete an SST Referral if the student is not making adequate progress at Tier 2.

Tier 3- Students continue to meet two times per week with general education Math and/or ELA teachers for small group targeted classes PLUS one time per week with Tier 3 Intervention Specialist for more intensive interventions and student specific progress monitoring. Intervention Specialists use Classworks to monitor progress on the individual student's areas of need.

3.3: Differentiated Instruction

Tier 1- All students participate in general education classes. If a student is meeting benchmarks and progressing in the curriculum according to data, the student is able to have a flexible schedule. If a student does not meet these markers throughout the year, tiered instruction may be applied.

Tier 2 & 3- Students are required to attend live class sessions based on performance indicators. Students are taught a concept in class. Teachers analyze data from assignments. Students who are found to struggle with a concept are invited to additional classes and taught the concept again. Students who continue to struggle are invited to additional sessions for further specialized support.

3.4: Universal Screeners

The purpose of the Universal Screeners is to screen and identify students needing additional academic and/or behavior support, prior to failing. Students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1 are considered in need of additional support.

Universal Screeners at GCA

Georgia Milestones- The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school.

Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.

MAP/NWEA- MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.

3.5: Data Analysis

The data team will meet frequently to confirm the fidelity of interventions through review and analysis of data. Additional interventions may be required if little or no progress is documented. The data team will follow established data analysis protocols to determine if additional interventions should be implemented and assess student progress and determine if continued support through Tier 2 is required, additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

At Tier 3, data from consistent progress monitoring is used to guide the intensity, duration, and frequency of instruction and vary based on individual learning goals.

3.6: Meetings

For students receiving Tier 2 supports, teachers and School Level Coordinators meet monthly to review student progress. Students not making adequate progress are referred to the Student Support Team. The Student Support Team will schedule a meeting to review data and implement Tier 3 interventions and supports. Initial meetings are held, and subsequent SST meetings are held approximately every 4-6 weeks to review progress and determine effectiveness and response to the intervention.



Chapter 4: Direct Parent Referrals

The Office of Special Education has the responsibility of identifying, evaluating and providing specialized instruction to eligible students in the least restrictive environment. Child Find activities are conducted on behalf of all children with disabilities. We are required to ensure that each identified child has access to a Free Appropriate Public Education (FAPE). Please see the Georgia Department of Education website for Georgia State Board Rules regarding [Child Find Procedures](#) and [FAPE](#).

If a student is experiencing academic, behavioral, or social difficulty, he or she is referred to the Student Support Team (SST). This team may include teachers, counselors, parents, administrators, special educators, speech pathologists, and psychologists. School staff members or parents may make a referral to the SST. The SST committee discusses the student's difficulties and brainstorms in order to come up with possible strategies or interventions that may help the child perform in the regular classroom. The SST monitors the child's progress and reviews the case periodically to change strategies if necessary. Written parental consent is obtained prior to any assessment to determine if a child is eligible for special education. The strategies and progress monitoring process will continue during the special education evaluation process, per Georgia State Board Rules. Parents are always welcome and encouraged to attend SST meetings regarding their child. Parents maintain their due process right to request an evaluation. However, referral and eligibility for special education should not be considered without documentation of prior instructional interventions. A Student Support Team bypass procedure does exist (see Georgia Rule 160-4-2-.32) for rare cases when indicated by the severity of the disability or extreme circumstances.

If a parent requests their student to be evaluated due to a suspected disability, the Tier 3/SST team must consider that there may be one or more factors internal to the student (e.g., needs, fears, attitudes, serious weaknesses, processing problems) that are the primary reasons for lack of adequate success. If the team finds solutions for these supposed factors, then the student proceeds back down the pyramid tiers to ongoing progress. The Tier 3/SST team closes the case and terminates it from their active caseload. If after educational/behavioral evaluation, analysis, and intervention their best efforts at remediation repeatedly fail, then they must consider that the student may have a disability. It is at that point a referral for a Special Education comprehensive evaluation is appropriate. It is important to note that this is not to say that the SST team has, by referring, diagnosed a disability. However, it is also not their prerogative to decline to refer students because they doubt that the student would qualify for a disability category.

Additional information regarding the special education evaluation process can be found on the [Georgia Department of Education website](#).



Chapter 5: Academic Interventions

5.1: Elementary School (K-2, 3-5)

Tier 2 Interventions

Content specific, researched-based intervention strategies and progress monitoring tools, approved by the school district, are used with the student. The student meets for RTI/MTSS in a small group with the content teacher twice weekly for targeted instruction and progress monitoring. Progress is reviewed by the teaching team and MTSS team. Other school-based assessment data is reviewed along with this data to determine if the student should be referred to the Student Support Team for a meeting with the parent and recommendations for further interventions and progress monitoring.

Tier 3 Interventions

Content specific, researched-based intervention strategies and progress monitoring tools, approved by the school district, are used with the student. After the Student Support Team meeting, the student continues to meet for RTI/MTSS in a small group with the content teacher twice weekly for targeted instruction and progress monitoring plus an additional small group session with the intervention specialist, which is held via webcam for additional student observation. Data is collected and recorded for up to 12 weeks. Data is reviewed periodically during this 12-week period by the Student Support Team. Other school-based assessment data is reviewed along with this data to determine if the student should be referred for more intensive support, which may include a change in interventions and progress monitoring as well as a decision to recommend an evaluation to determine eligibility for special education services. At the elementary school level, an evaluation for phonological processing or speech/language therapy may also be included if the progress monitoring data and webcam observations raise other learning or behavior concerns.

5.2: Middle School (6-8)

Tier 2 Interventions

When students do not adequately respond to Tier 1 instruction, targeted services and interventions are added as the next layer of support. The goal is to reach students who are at-risk by providing interventions to help fill in the gaps before more specialized instruction is needed. At the Tier 2 level, GCA Middle School teachers invite students to small groups sessions twice weekly and use evidence-based interventions and tools including iReady to supplement Tier 1 instruction. This is done in addition to Tier 1 instruction. Progress Monitoring is conducted weekly to determine what impact the intervention is having on the targeted concern. Data Points are collected weekly.

Tier 3 Interventions

When students do not adequately respond to Tier 2 targeted interventions, an SST meeting is held to determine the next layer of support, Tier 3 is applied, while Tier 2 supports are continued. Tier 3 includes intensive research-based interventions provided individually or in small groups. Tier 3 is distinguished from Tier 2 by frequency of sessions, smaller group size and the expertise of an intervention specialist. Current Tier intervention tools include iReady.

Students are monitored and SST meetings are held every 4-6 weeks to determine next steps. Students who demonstrate growth may stay at Tier 3 or move down to Tier 2. Students who are not showing growth may require more intensive interventions or if interventions at this level prove to be inadequate, students may be considered for specialized services.

5.3: High School (9-11)

Tier 2 Interventions

The MTSS team uses universal screeners (MAP and Milestones scores) to determine if a student may need Tier 2 interventions and support. Once a student is identified for Tier 2, he or she is enrolled in the AIM Success elective course, which is taught by the high school's intervention specialists. The AIM Success course allows students to receive Tier 2 and Tier 3 interventions while also earning an elective credit toward graduation. Intervention Specialists review student data and to set realistic yet rigorous goals for their students. Students should work on assigned interventions or lessons and should then complete a weekly probe to measure student progress or growth.

Once a month, the MTSS team will review Tier 2 data and determine which students should remain on Tier 2 and which students may need additional support. Students who have met their goal or are showing progress may stay at Tier 2 or move down to Tier 1. Students who are showing minimal or no progress may need additional intervention at the Tier 3 level.

Tier 3 Interventions

If a Tier 2 student is showing minimal or no progress with his or her current interventions, an SST (Student Support Team) meeting may be scheduled to review data and determine more appropriate supports. If a student is elevated to Tier 3, he or she will continue attending Tier 2 sessions with the content teacher but will also attend weekly sessions with the school-level Intervention Specialist. The Intervention Specialist will provide more individualized intervention while collecting data on the student's progress. Interventions Specialists will utilize Classworks for Tier 3 interventions and progress monitoring.

Every 4-6 weeks, the Student Support Team will reconvene to review the student's Tier 3 data and determine how to proceed. The team may decide that the student has made sufficient progress and can return to the Tier 2 level. However, if the student shows little or no progress, the team may decide to adjust interventions or implement new ones. The team may also decide to refer the student for a psychoeducational evaluation to determine eligibility for Special Education services.

5.4: Commonly Used Interventions/Strategies

Letter Sound Strategies

Sorting picture cards based on the initial sound

Finger stretching words

Elkonin Boxes

Phonological and Phonemic Awareness

Onset-Rime Blending and Body-Coda Blending

More Ideas for Onset-Rime and Blending Strategies (Video: 9:50)

Word Families

Informal Decoding Inventory assists teachers in pinpointing students exact area of need in phonics/reading skill development
Alphabet Knowledge Strategies

Repeating/singing the Alphabet Song

Using a letter chart to track (point to) the letters as your student says them.

Flash card repetition of letters

Uppercase and lowercase letter matching

Reading Fluency Strategies

Chunking words

Echo Reading

Sight word memorization (flash cards, etc.)

Reading Comprehension Strategies

Strategies that Promote Comprehension

Directed Reading and Thinking Activity (DRTA); Ask Read Tell (Graphic Organizer) is one example

KWL-Know Want Learn (Graphic Organizer) for Expository Text

I-Chart for content area texts

Questioning the Author

Transactional Strategy Instruction

There are several other strategies listed as well, for both narrative and expository texts:

Helping Struggling Readers: Target the Problem

Paragraph Shrinking

Get the Gist: Summarizing Strategy for Any Content

Identifying Main Idea and Summation- Students determine what is important and then put it in their own words. It is important to understand the author's purpose when implementing this process.

Making Inferences-Students use prior knowledge and recognize clues in the text itself to determine meaning not explicitly stated in the passage.

Repeated Readings-Students read repeatedly short passages until they achieve a satisfactory level of fluency.

Visualizing- Readers take advantage of illustrations, headings, and titles embedded in the text or create their own mental images or drawings when reading text without illustrations.

Story Maps- When reading narrative text, students can diagram the story grammar to raise awareness of the elements the author uses to construct the story.

Retelling- Students are asked to retell a story in their own words which forces them to analyze the content to determine what is important.

Predictions- Students make a prediction about a story based on the title and any other clues that are available, such as illustrations. Teachers should ask students to find text that supports or contradicts their predictions.

Charts and Graphic Organizers- Graphic organizers provide visual representations of the concepts in expository text. Representing ideas and relationships graphically can help students understand and remember them. These include the following: tree diagrams, timelines, flowcharts, and K-W-L charts.

Base Words and Affixes

Reading Fluency Strategies

Teacher Modeling-Teacher modeling teaches word recognition in a meaningful context, demonstrates correct phrasing, and gives students practice tracking across the page.

Repeated Reading- Students reread passages which in turn, helps increase understanding and increases speed. When students read the same words so many times that they begin to know them and are able to identify them in other text.

Reading Together (Explicit/Implicit Modeling, Choral Reading, Echo Reading, Paired Reading)

Choral Reading

Repeated Reading

Sight Word Strategies

Written Expression Strategies

Teaching Elementary School Students to Be Effective Writers (includes link to Practice Guide from What Works Clearinghouse)

Writing Module - click on links to read about Pre-Test, In Depth, In Practice, Assignments and Post-Test Effective Writing Strategies

Reading 101: A Guide to Teaching Reading and Writing for K-3 (can also be for remediation up to Grade 5) - 9 Modules for Teachers

Modeling- Model the specific skill students should learn during writing instruction. Interactive writing can also be used to guide the student towards independence.

Pre-Writing Activities- Before beginning a writing assignment, students take part in planning or visualizing the topic to be written about. This could include drawing pictures, writing out a plan, reading articles or a discussion about the topic.

Sentence Starters- Teacher gives students a way to start their writing as students often struggle with the first step.

Multi-Step Writing Process-Training using the 4 steps of the writing process (planning, drafting, revision, and editing)

Graphic Organizers- Students use various graphic organizers to assist with planning, organization, and development of content.

Sentence Level Composition- Teaching students to use a variety of sentence structures that are connected in coherent ways.

Feedback- Teachers should give specific feedback on writing assignments using a balance of positive reinforcement and constructive feedback on skills students can use to continue to improve.

Revision- Feedback used above will have a greater impact if students have the opportunity to revise their writing based on feedback from teachers.

Math Strategies

Strategic Number Counting

Incremental Rehearsal of Math Facts

Cover Copy Compare

Cover-Copy-Compare is an approach to building fluency with basic facts and computation. A student looks at a solved mathematics problem, covers it, copies and solves it, and then compares to see if the newly written problem matches the original problem. Cover, Copy, and Compare only takes a few minutes to complete, and students can use the practice every day.

Intermixing Easy and Hard Problems

Using manipulatives to show the problem

Drawing a picture

Counting on-Counting on is where you start with the larger number of the two numbers and count on the smaller number. This is much more efficient than beginning with the smaller number and counting on. For

example: $4 + 7 =$ Start with the larger number (7) and then get your students to count on 4: 8, 9, 10, 11. You could get your students to use counters, their fingers or a number line/track. Get students to first circle the larger number and then count on. You could also complete counting on using a 100 chart.

Number line

Tens frame

Touchpoints (Touch Math)

Hundreds Chart

Jump Strategy-Using a number line to jump in tens and ones to arrive at the answer. Split Strategy-Split a number into parts and subtract each part separately. This is useful for larger numbers.

Repeated Addition-Adding the same number again and again to get the answer to a multiplication problem. It is an entry-level strategy for multiplication and will naturally occur when students are first presented with multiplication problems.

Repeated Subtraction- The process of subtracting the same number from another number two or more times until 0 is reached. This strategy specifically supports division. To use this strategy, you take the dividend and repeatedly take the divisor away from it.

[Cognitive and Metacognitive Strategies \(Say Ask Check strategy\)](#)

[School-Wide Strategies for Managing Math Instruction](#)

[Best Practices in Math Instruction \(K-6\)](#)

[Word Mnemonics \(Word Problems & Multi-Step Problems\)](#)

[Math PPTs, Intervention Strategy Docs and Other Resources](#)



Chapter 6: Behavior Interventions and Progress Monitoring

Tier 2: Secondary Level-Intervention

Tier 2 is characterized by the addition of concentrated small-group or individual interventions provided by a Behavior Intervention Specialist that target specific behavioral needs. All Tier 2 Interventions must be evidence-based and aligned to the needs of the student and resources of the school. Interventions may involve an increase in intensity, frequency, and duration of the strategies utilized in Tier 1, or they may be entirely different based on information shared among staff members. Behavior Intervention Specialists use evidence-based interventions, goal setting, and ongoing progress monitoring to measure student response to interventions and to guide the decision-making process. Progress monitoring is more frequent and is vital to judge the effectiveness of interventions based on the student's response to them. If such interventions, implemented with fidelity and for an established duration, are not effective, then the staff must call upon the assistance of the Student Support Team (SST) and may refer the student for Tier 3 support.

Students who are not successful at Tier 1 may require additional support and progress monitoring at Tier 2. Students are identified for Tier 2 through consideration of the following, but not limited to: attendance, engagement/participation, assignment completion, impact of diagnoses, and other behaviors that negatively impact them in the classroom setting. Once a student is elevated to Tier 2, he or she will begin participating in the GCA Check-in/Check-out program. The Behavior Intervention Specialist should develop goals that are realistic and measurable for the student. The Behavior Intervention Specialist will provide a weekly Check-in session and a Checkout session and will collect weekly data to monitor student growth and progress.

Tier 3: Tertiary Level-Intensive Intervention

If a student is not making adequate progress or showing appropriate growth at Tier 2, the MTSS team may determine that he or she needs additional support at the Tier 3 level. In order to elevate a student to Tier 3, the MTSS team (School Level Coordinator, Intervention Specialists, content teachers, and parent when possible) will hold an SST meeting to review student data. If the student's progress monitoring data from Tier 2 shows little or no growth, the team may decide to elevate the student to Tier 3. The SST team should develop realistic yet rigorous, measurable goals for the student.

Once elevated, the student will receive a higher frequency and intensity of interventions and support structured to the individual needs of the student. The Behavior Intervention Specialist will meet with the student in a small group or individually each week to continue providing weekly Check-in/Check-out sessions. Tier 3 support will add an extra layer of support including classroom observations and an engagement contract, while continuing to collect data on the student's progress. Progress monitoring data is collected weekly to analyze the student's response to interventions. SST meetings are held every 4-6 weeks to review the data and determine if growth has occurred. Students may stay at the Tier 3 level and continue receiving Tier 3 supports or move to Tier 2 if data indicates substantial growth. When students have received interventions for an adequate period of time and little to no growth has been made, they may be referred for further evaluation and Special Education consideration.

In summary, the SST is mandated by federal court order and our MTSS model is a systemic process to bridge behavioral and academic gaps. Ultimately, the success of any SST relies on the foundation of Tiers 1 and 2. Success is attainable when schools analyze their data to identify school-wide, classroom, and individual student needs and by their use of evidence-based strategies and interventions led by ongoing professional learning, coaching, and measurement of student response to these supports. The Georgia Multi-Level Prevention System is a robust school improvement framework which is guided by data-driven decision making and time-proven practices to proactively address the needs of all Georgia students in the 21st Century.

6.1: Anxious and Depressive Tendencies (Not Clinical)

A student who may show persistent sadness, moodiness, lack of desire to engage in class, or a sudden change in behavior.

Possible Interventions and Strategies

Positive self-talk: Increases student's belief in self and their own capabilities in various situations by positive self-prompts. The student can be taught a repertoire of positive statements, such as "I am capable of doing my work" or "If I study every day, I will be successful." The student is taught to repeat such statements as frustrations increase in adverse situations. Teachers and/or parents may have to implement verbal or nonverbal prompts for the student to initiate the self-talk process.

Goal setting: This involves breaking the task down into small sections and setting rewards each time measurable success was gained. Initially, goals should be set at an attainable level. As the student meets the goals, the levels should increase.

Peer involvement and influence: The use of the same-age and/or cross-age peers for structured social/cyber engagements as "buddies."

At Home Strategies

Practice Relaxation Strategies: Write it out and talk it back

Avoid Avoidance- Be careful not to avoid positive conflict. Most times the answer is in the problem that the party is trying to avoid.

Build a coping kit- essential items that a student might use to get them through a difficult period (e.g., a stress ball, two-minute journal prompt etc.....)

Let the student keep a journal and encourage the student to pay attention to important positive experiences too. Ask the student to make brief entries each day noting their best and worst experiences. They can also record what they did in each circumstance.

Encourage students to record events they feel strongly about. This encourages more awareness of feelings. These are not private diaries and should be made clear from the beginning. The purpose is to generate discussion about experiences and feelings.

Use a personal timeline. Hold a sheet of paper horizontally and draw a line about a third of the way from the bottom from left to right margin. Begin at left with birth and ask the child to write important events and experiences in her life.

Progress Monitoring Tools

On/Off Task Form

Check-in/Check-Out Graph

Self-Monitoring Checklist

6.2: Attention Difficulties/Selective Attention

Common signs of inattentiveness/attention difficulties for students include making careless mistakes in schoolwork, easily distracted or sidetracked, has difficulty following directions, doesn't seem to be listening when spoken to directly, and has trouble organizing tasks and possessions. This makes it very difficult for students to function well in school.

Possible Interventions and Strategies

Provide Visual Supports as Assets in Jigsaw (Graphic Organizers, PowerPoints, First-Then boards, To-Do lists) and release in class.

Hold hard copy of notes (PowerPoint) up on Webcam as visual and explain to students where/how to print out Assets provided in class.

Use redirection with Room Checks, Laser Pointer, Instant Polls

Reduce verbal instructions to concrete terms, check for understanding via polling, ask the individual student to repeat directions via microphone or chat.

Use visuals as reminders

Set up a Goal and Reward system (Certificates 100% attendance weekly)

Vary the stimulation in your class as it will help students reorient to you constantly. Play music/Ring desk bell/class timer as cue for students to take certain action when they hear a particular music/bell/timer.

Provide movement activities with vocabulary introduction or math intro

Provide Stretch breaks

Give praise that is tied to specific behavior - not just "Good job." Example: We had more participation on polling today than yesterday, so I am ringing the party bell as your reward. Party bell signals students to stand up, stretch, sit down, or give your team a round of applause (emoticons in chat).

Praise for improvement, not perfection.

Praise often. Set a goal to praise at least 10 times in an hour.

At Home Strategies

Set up personal visual schedules, calendars, alarms on cell phone for class times.

Tape checklist to bathroom mirror.

Keep learning center/table uncluttered and organized, and quiet

If needed, let the student tap a pencil, play with squeeze ball, or play dough while they listen to class.

It may help with concentration.

Set up assignment notebook for hard copies of notes/graphic organizers

Color code folders

Set up a Goal and Reward system (Goal: Complete assignments for week/ Reward: Earn extra Friday afternoon time on student's favorite social activity with peers) Parent/Student work together to create Goal/Reward system. Be very clear about what you are rewarding the student for. The best rewards are privileges, not things.

Provide visual reminder of rules.

Keep rules and choices to a minimum.

Break down multi-step activities into smaller, more manageable chunks (Break large assignments into sections and set goals/rewards for each one) Check for completed assignments consistently and provide instant feedback towards Goal/Reward system (make a schedule to check)

Train attention by having the student focus on a sound they hear in nature.

Yoga, reflection, and meditation help.

For a student who stares into space, tape cloud pictures to ceiling with brief comments such as, "Good work, Johnny. Now get back to work."

Encourage the student to record the events they feel strongly about.

Provide ample opportunity to interact with peers

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.3: Cyber Bullying/Threatening

This consists of using electronic communication to bully or threaten the teacher or another student with ongoing intimidating, threatening, or harassing messages or photos. In our virtual environment, this would include, but is not limited to, email, chat, or online class time.

Possible Interventions and Strategies

Limit and monitor chat room access to student. This will eliminate any possible piggyback behavior from other students joining in.

Add the student to a breakout room. This will take away an audience for the student initiating the threatening/bullying if behavior is present in chat or class time.

Use calm neutral tones and avoid power struggles. The teacher having a monotone or neutral tone in voice with structured demand usually will not promote additional negative behavior. This also

eliminates a desire for the student to go back and forth with the teacher.

Behavioral Self-Control (BSC) This involves creating a highly structured plan for students who lack self-control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

Self- evaluation: Teacher asks: What are you doing? Student responds: I am... Self- management:

Teacher asks: What do you need to be doing? Student responds: I have to...

Self- instruction: Teacher asks: What are you going to do now? Student response: I have to...

Self- reinforcement: Teacher states: Let me know when you are finished. Student response: I completed...

Praise students who model desired behaviors. Constantly praising students who show great behavior may possibly motivate the provoking student to do well also and decrease potential feelings of isolation or feeling left out.

At Home Strategies

Take scheduled breaks

Create an Online Usage contract with input from your student that lays out clear, concise rules about appropriate and inappropriate online usage and behavior online.

Password protect your student's electronics that are used for personal use.

Monitor your student's social media usage.

Teach conflict resolutions/coping skills

Progress Monitoring Tools

Check-In/Check-Out Graph

Self-Monitoring Checklist

Behavior Contract

6.4: Disruptive Behaviors

When a student is uncooperative and prevents themselves and other students from learning and distracts the teacher from teaching. Examples: annoying and distracting to others, pestering, making frequent and unnecessary comments and questions.

Possible Interventions and Strategies

Behavioral Self-Control (BSC) This involves creating a highly structured plan for students who lack self-control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

Self- evaluation: Teacher asks: What are you doing? Student responds: I am... Self- management:

Teacher asks: What do you need to be doing? Student responds: I have to...

Self- instruction: Teacher asks: What are you going to do now? Student response: I have to...

Self- reinforcement: Teacher states: Let me know when you are finished. Student response: I completed...

Corrective feedback- This involves providing information which points out areas in need of attention. Giving corrective feedback does not have to be a negative, punishment-type experience, but one that will give needed information. Feedback should be specific, simple, and immediate.

Differential reinforcement of inkompliant behavior (DRI)- In this intervention, the reinforcer is given when another behavior is used or observed. This intervention differs from DRA because the new behavior is incompatible with the inappropriate behavior. Home-school reinforcement system- This involves establishing a relationship between the behaviors exhibited during school and the reinforcement received at home.

Lock chat and microphone for individual students. Establish credibility with the student. You can control your behavior, or we can control your behavior.

Call the parents that day.

Prepare students for transitions with a five-minute warning for start/end of class) Use calm neutral tones and avoid power struggles. The teacher having a monotone or neutral tone in voice with structured demand usually will not promote additional negative behavior. This also eliminates a desire for the student to go back and forth with the teacher.

Provide clear, consistent, and predictable consequences and rewards.

Review classroom schedule, routines, and rules.

At Home Strategies

Home-school reinforcement system- This involves establishing a relationship between the behaviors exhibited during school and the reinforcement received at home.

Parent-Teacher communication system- Frequent communication between parents and teachers is vital for student's success.

Progress Monitoring Tools

On/Off Task Form

Check-in/Check-out Graph

Self-monitoring Checklist

Engagement Contract

6.5: Disrespectful/Insubordinate

Insubordination is described as a student who is intentionally disobedient by using direct or indirect refusal when given a reasonable request. Disrespectful behavior is when a student frequently or consistently uses mocking language or actions that are rude or impolite.

Possible Interventions and Strategies

Behavioral Self-Control (BSC) This involves creating a highly structured plan for students who lack self-control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

Self- evaluation: Teacher asks: What are you doing? Student responds: I am...

Self- management: Teacher asks: What do you need to be doing? Student responds:
I have to...

Self- instruction: Teacher asks: What are you going to do now? Student response: I have to...

Self- reinforcement: Teacher states: Let me know when you are finished. Student response: I completed...

Corrective feedback-This involves providing information which points out areas in need of attention. Given corrective feedback does not have to be a negative punishing experience but one that will give needed information. Feedback should be specific, simple and immediate. Avoid giving corrective feedback when angry.

Differential reinforcement of incompatible behavior (DRI)- In this intervention, the reinforcer is given when another behavior is used or observed. This intervention differs from DRA because the new behavior is incompatible with the inappropriate behavior.

Home-school reinforcement system-This involves establishing a relationship between the behaviors exhibited during school and the reinforcement received at home.

“Present demands as directives and avoid “question demands.”

A question demand asks the student whether he/she would like to do something, rather than directing them to do so. Question demands give the student the option to refuse. When a student says “no” to a question demand, many adults become upset with the student for being defiant. Give students at least 5 seconds to start responding.

Perhaps one of the biggest mistakes we make daily is NOT allowing students ample time to start complying. Research indicates 5 seconds is an appropriate length of time for students to start complying with a demand.

At Home Strategies

Home-school reinforcement system- This involves establishing a relationship between the behaviors exhibited during school and the reinforcement received at home

Parent-Teacher communication system- Frequent communication between parents and teachers is vital for student’s success.

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.6: Easily Distracted/Lack of Focus

Students are visibly disengaged with the instruction and distracted by other factors in their environment on a consistent basis.

Possible Interventions and Strategies

Have students repeat instructions/directions back to you.

Break down the assignments in segments and have icebreaker activities

Change position and/or stand. Give students the opportunity to stretch and regroup to give their mind and their body a break from sitting in front of their computers for about 5 minutes if needed.

Set up a Goal and Reward system (Goal: Complete assignments for week/ Reward: Earn extra Friday afternoon time on student's favorite social activity with peers) Parent/Student work together to create Goal/Reward system. Be very clear about what you are rewarding the student for. The best rewards are privileges, not things.

Provide visual reminder of rules. Keep rules and choices to a minimum.

Break down multi-step activities into smaller, more manageable chunks (Break large assignments into sections and set goals/rewards for each one)

Assign a buddy/partner to work with the student if the student is having trouble understanding a specific lesson or concept. Sometimes the perception or help of a peer can be more helpful than the teacher. Maybe have students pair up with a partner and call on them both to read/respond to a question at once.

At Home Strategies

Set up assignment notebook for hard copies of notes/graphic organizers

Set up a Goal and Reward system (Goal: Complete assignments for week/ Reward: Earn extra Friday afternoon time on student's favorite social activity with peers) Parent/Student work together to create Goal/Reward system. Be very clear about what you are rewarding the student for. The best rewards are privileges, not things. Check for completed assignments consistently and provide instant feedback towards Goal/Reward system (make a schedule to check)

Train attention by having the student focus on a sound they hear in nature. Yoga, reflection, and meditation may also help.

For a student who stares into space- Tape cloud pictures to ceiling with brief comments such as, "Good work, Johnny. Now get back to work." Encourage the student to record events they feel strongly about.

Provide ample opportunity to interact with peers

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.7: Electronic Misuse (including Chat)

This is when a student uses various electronic avenues to disrupt instructional time or prevent learning on a consistent basis. This includes, but is not limited to, chat, video, class time, and email.

Possible Interventions and Strategies

Redirect impulsive talking/chatting rather than criticize or try to suppress it. Acknowledge the student, but say, "Right now it's time to listen". Do not respond to the comment or even affirm it by saying, "Yes". Instruct the student to push the "raise your hand" button if they want to speak. If the student follows this, reinforce the behavior immediately by calling on him/her.

Provide visual reminder of rules (Instant feedback, room check in Jigsaw)

Have student share desktop in Breakout room to see what is currently open on the student's computer. Check bar at the top for other websites the student might have open in the background. Have the student log out of unnecessary websites.

Have the student use Webcam in Breakout room

Use Sharing application in Jigsaw

Allow a 3-minute class time for classroom chat for student to tell what they did the previous day, how they are currently feeling, what they are looking forward to for the weekend, etc. This will allow the student to release any information they want to share with their classmates and teacher.

At Home Strategies

Set up a Goal and Reward system (Goal: Parent will not receive any phone calls/emails regarding electronic misuse/ Reward: Earn extra Friday afternoon time on student's favorite social activity with peers) Parent/Student work together to create Goal/Reward system. Be very clear about what you are rewarding the student for. The best rewards are privileges, not things.

Do not provoke emotional responses with threats that encourage an emotional response. (i.e. instead of saying, "Do you want to lose your Reward? Say, "If you have other websites open during class connects (Goal), you will lose your (reward).) Make consequences clear but ensure consequences do not include punishments.

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.8: Hyperactivity

A child who can't seem to sit still, who blurts out answers in class without raising his hand, and who doesn't finish his homework are all signs of hyperactivity. It's important, when considering hyperactivity, to compare it to other children of the same age rather than the range of students in his class or grade. The students' age plays a role in his ability to self-regulate.

Possible Interventions and Strategies

Prepare students for transitions

Provide movement activities with vocabulary introduction or math intro

Provide Stretch/Blow off steam breaks

Redirect impulsive talking/chatting rather than criticize or try to suppress it. Acknowledge the student, but say, "Right now it's time to listen". Do not respond to the comment or even affirm it by saying, "Yes". Instruct the student to push the "raise your hand" button if they want to speak. If the student follows this, reinforce the behavior immediately by calling on him/her.

At Home Strategies

Set up two chairs for the student to move back and forth between as often as necessary.

Let the student use large exercise ball or rocking chair instead of chair Fasten a piece of Velcro/fabric under chair to provide a soothing object for the student to touch that will reduce fidgeting and distractibility.

If you have a student who taps with a pencil, you can tape a sponge or other soft object under it so there is no noise.

Set up a Goal and Reward system (Goal: Complete assignments for week/ Reward:

Earn extra Friday afternoon time on student's favorite social activity with peers) Parent/Student work together to create Goal/Reward system. Be very clear about what you are rewarding the student for. The best rewards are privileges, not things. Do not provoke emotional responses with threats that encourage an emotional response. (i.e. instead of saying, "Do you want to lose your Reward? Say, "If you do not finish your work (Goal), you will lose your (Reward).) Make consequences clear but ensure consequences do not include punishments.

Monitor your own level of frustration. Make sure tones suggestive of anger, criticism, or sarcasm do not creep into your voice.

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.9: Interrupts Class

A student may make inappropriate and/or humorous comments at times during class causing disruption. This may show up in the form at times of a student continuously asking frequent and obvious questions. A student may also exhibit trying to purposefully bother other students while instruction is ongoing, or assignments are being completed via direct chat or entire class chat box.

Possible Interventions and Strategies

Redirect students to exhibit desired behavior. Praise students who model desired behaviors. Constantly praising students who show great behavior may possibly motivate the provoking student to do well also and decrease potential feelings of isolation or feeling left out.

Rewards and Incentives for good behavior. Teachers may potentially give out extra praise and/or communicate to the LCs for an incentive while home. For example, providing an extra treat to eat during class for the student or a free ticket to a movie provided to the student during outing day with consistent good behavior. Allow the student a set number of questions in a class period and then have the student type in a word document or write on a sheet of paper any additional questions/comments so that the class is not repeatedly disrupted, but the teacher can address questions or comments after instructional time.

At Home Strategies

Take away privileges

Consistent, structured routine

Progress Monitoring Tools

On/Off Task Form
Check-In/Check-Out Graph
Self-Monitoring Checklist
Engagement Contract

6.10: Misuse of School Technology

With so much technology available today, it is not uncommon for students to inadvertently have multiple websites pulled up on their browser bar during class. Issues come into play when students get bored or distracted when instant messages pop up on their screen. They tend to quickly click on an off-topic website on their browser instead of paying attention to the classroom PowerPoint. In some instances, they copy and paste the website in chat to share with other students in the classroom.

Possible Interventions and Strategies

Redirect impulsive talking/chatting rather than criticize or try to suppress it. Acknowledge the student, but say, “Right now it’s time to listen”. Do not respond to the comment or even affirm it by saying, “Yes”. Instruct the student to push the “raise your hand” button if they want to speak. If the student follows this, reinforce the behavior immediately by calling on him/her. Provide visual reminder of rules (Instant feedback, room check in Jigsaw) Have student share their desktop in a Breakout room to see the student’s computer. Check the browser bar at the top for other websites the student might have open in the background. Have the student log out of unnecessary websites.
Have the student use Webcam in Breakout room
Use Sharing application in Jigsaw

At Home Strategies

Set up a Goal and Reward system (Goal: Parent will not receive any phone calls/emails regarding Electronic misuse/ Reward: Earn extra Friday afternoon time on student’s favorite social activity with peers) Parent/Student work together to create Goal/Reward system. Be very clear about what you are rewarding the student for. The best rewards are privileges, not things. Do not provoke emotional responses with threats that encourage an emotional response. (i.e. instead of saying, “Do you want to lose your Reward? Say, “If you have other websites open during class connects (Goal), you will lose your (Reward).) Make consequences clear but ensure consequences do not include punishments.

Progress Monitoring Tools

On/Off Task Form
Check-In/Check-Out Graph
Self-Monitoring Checklist
Engagement Contract

6.11: No Class Participation

This occurs when the student is noticeably not engaging in class on a consistent basis. This can be visible whenever the teacher asks for or prompts students to respond to a question or task, but a student never responds or reacts. Zero participation is attempted by the student while they are in class for at least 3 consecutive class days.

Possible Interventions and Strategies

Call home to parent. Calling home to the parent, caregiver, or LC (Learning Coach) will verify by speaking with them if there are issues with perhaps technology and connections to the internet, personal mental issues with the student, or if the LC is even aware of their student's lack of participation.

Create a breakout room with student. If the student just prefers to work alone and complete work on their own, a breakout room might be an option if requested by the LC and student during each class.

Assign a buddy/partner to work with the student if the student is having trouble understanding a specific lesson or concept. Sometimes the perception or help of a peer can be more helpful than the teacher.

Encourage non-verbal cues and praise when participation occurs. Ask the student to press the hand raise, thumbs up or down, etc. emojis whenever they need help or have a question. Also give a "great job", "awesome work", "excellent" verbiage of praise whenever you see great effort being provided.

At Home Strategies

Teach relationship building and social skills

Eliminate distractions nearby learning area

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.12: Not Following Directions

This can be identified as student behavior in which they do not comply with reasonable directives.

Possible Interventions

Monitoring checklist- Create a checklist for appropriate behaviors, which is reviewed by both teacher and student. The checklist may be as simple as identifying 3-5 appropriate behaviors.

Precision request- Make a clear, concise statement to a student to prompt appropriate behaviors or to stop inappropriate behaviors. For example, a request may be made for a student to follow directions within 3-5 sec

Premack Principle (If this, then that...)

At Home Strategies

Home-school reinforcement system- This involves establishing a relationship between the behaviors exhibited during school and the reinforcement received at home.

Parent-Teacher communication system

Routine adjustment- Modify or adjust the daily routine of the student to reduce the chances of the student skipping or being absent from class.

Self-Monitoring System- The student systematically tracks his or her own behavior in order to help the student become more aware of their behavior.

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.13: Off Task

Off task is when a student is exhibiting not being on task on a consistent basis. This could also include not being on task during online instruction and participating on time when prompted by the teacher.

Possible Interventions and Strategies

Have a structured routine with class. Teachers who continue to keep a structured routine in their class helps students acclimate to what is expected from them and how the class will run each day.

Provide a daily class schedule time frame to help provide guidance for each student and their LCs so that they know what and when to expect specifics during class. This allows the students to pre-plan or prepare in advance for class.

Assign students individual tasks during instruction and/or call on students for participation. Indirectly providing tasks to students gives them a responsibility individually to contribute to class.

Have prepared presentations of notes with interactive responses for students. This is a sure way to keep a student involved and interactive during class to elicit a response. Providing notes for them to look at and encouraging an answer response to questions keeps the entire class engaged and in the know of what's being taught and talked about in the moment of class.

At Home Strategies

Place student in a stable monitored work environment (no tv, outside noise, etc.)

Set clear, consistent rewards/consequences and reminder to follow rules

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.14: Poor Impulse Control

Students with poor impulse control are often unable to control their immediate reactions or think before they act. They find it hard to wait for things they want or act out without considering the consequences. It is important for teachers and parents to be firm when necessary and set boundaries while using a calm tone of voice.

Possible Interventions and Strategies

Ask the student to be a helper in class (i.e. Moderator for the day)

Redirect impulsive talking/chatting rather than criticize or try to suppress it. Acknowledge the student, but say, "Right now it's time to listen". Do not respond to the comment or even affirm it by saying, "Yes". Instruct the student to push the "raise your hand" button if they want to speak. If the student follows this, reinforce the behavior immediately by calling on him/her. Praise patience

At Home Strategies

Set up two chairs for the student to move back and forth between as often as necessary.

Let the student use large exercise ball or rocking chair instead of chair Fasten a piece of Velcro/fabric under chair to provide a soothing object for the student to touch that will reduce fidgeting and distractibility

Some students do well with Karate and other types of highly disciplined training programs. Individual sports usually work better for these students than team sports.

Set up a Goal and Reward system (Goal: Complete assignments for week/ Reward:

Earn extra Friday afternoon time on student's favorite social activity with peers) Parent/Student work together to create Goal/Reward system. Be very clear about what you are rewarding the student for. The best rewards are privileges, not things. Do not provoke emotional responses with threats that encourage an emotional response. (i.e. instead of saying, "Do you want to lose your Reward? Say, "If you do not finish your work (Goal), you will lose your (Reward).) Make consequences clear but ensure consequences do not include punishments.

Monitor your own level of frustration. Make sure tones suggestive of anger, criticism, or sarcasm do not creep into your voice.

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.15: Power Struggle

Power struggles typically involve conflict or negative interactions between the student and teacher. In a power struggle, neither the teacher nor students win. The teacher often loses valuable instruction time due to the confrontation and the students attention seeking behavior usually worsens. Attempt to avoid power struggles by implementing the following possible interventions and strategies.

Possible Interventions and Strategies

Behavioral Self-Control (BSC) This involves creating a highly structured plan for students who lack self-control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

Self- evaluation: Teacher asks: What are you doing? Student responds: I am... Self- management:

Teacher asks: What do you need to be doing? Student responds: I have to...

Self- instruction: Teacher asks: What are you going to do now? Student response: I have to...

Self- reinforcement: Teacher states: Let me know when you are finished. Student response: I completed...

At Home Strategies

Choice chart- Are predetermined responses to guide the student into proper choices.

Conflict resolution prompt- This prompts the student to reflect on their behavior and its' impact on others and their environment.

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.16: Sleeping at Inappropriate Times

This behavioral concern may be due to several factors extending from lack of interest to circumstances outside of the classroom. Consistent sleeping during class time can cause difficulties in academics and behavior in general.

Possible Interventions and Strategies

Have the student use Webcam in Breakout room

Use Sharing application in Jigsaw

Help the student set realistic expectations for their time

Provide Visual Supports as Assets in Jigsaw (Graphic Organizers, PowerPoints, First-Then boards, To-Do lists) and release in class due to falling asleep during ppts. Hold hard copy of notes (PowerPoint) up on Webcam as visual and explain to students where/how to print out Assets provided in class. Use redirection with Room Checks, Laser Pointer, Instant Polls

Vary the stimulation in your class as it will help students reorient to you constantly. Play music/Ring desk bell/class timer as cue for students to take certain action when they hear particular music/bell/timer.

Provide movement activities with vocabulary introduction or math intro Provide Stretch breaks

Give praise that is tied to specific behavior - not just "Good job." example: We got more participation on polling today than yesterday, so I am ringing the party bell as your reward. Party bell signals students to stand up, stretch, sit down, or give your team a round of applause (emoticons in chat). Praise for improvement, not perfection.

At Home Strategies

Set up personal visual schedules, calendars, alarms on cell phone for class times.

Tape checklist to bathroom mirror.

Keep learning center/table uncluttered and organized

Set up assignment notebook for hard copies of notes/graphic organizers Break down multi-step activities into smaller, more manageable chunks (Break large assignments into sections and set goals/rewards for each one) Set up a Goal and Reward system (Goal: Complete assignments for week/ Reward: Earn extra Friday afternoon time on student’s favorite social activity with peers) Parent/Student work together to create Goal/Reward system. Be very clear about what you are rewarding the student for. The best rewards are privileges, not things.

Check for completed assignments consistently and provide instant feedback towards Goal/Reward system (make a schedule to check).

Pay attention to the timestamp on work completed. Is he completing his work at midnight or later?

Keep daily sleep schedule log listing what time student went to bed at night, when he woke up in the morning, naps taken during the day.

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.17: Swearing/Obscene Language

Some students use inappropriate language out of frustration and anger, others use it to get a reaction, impress or be the center of attention. Younger students may not always understand the inappropriateness of what they are saying. It is important to keep absolutely calm and keep emotions intact when handling the situation.

Possible Interventions and Strategies

Let the offender know in a controlled and calm voice that the language used is unacceptable.

Lock chat and microphone for individual student. Establish credibility with the student. “You can control your behavior, or we can control your behavior.” Call the parent that day.

Prepare students for transitions with a five-minute warning for start/end of class

At Home Strategies

Be aware of the discipline policy in the GCA handbook.

Learn the antecedents and triggers for outbursts. If you recognize the trigger for behavioral outburst, you can avoid them. You can also desensitize the student to them by talking through issues that are causing the outbursts.

Remain calm in tone of voice when addressing behavior. Explain calmly, “You are yelling loudly.

When you speak more quietly, I can listen and

respond to you. Tear a sticky note into 5 pieces and affix them to the student's learning center table. Each time you have to remind student of behavior (do not use obscene language), remove one of the pieces. If he still has a piece or two remaining at the end of an hour/morning/full day, reward him with a predetermined reward such as free time for something he likes to do.

Progress Monitoring Tools

On/Off Task Form
Check-In/Check-Out Graph
Self-Monitoring Checklist
Engagement Contract

6.18: Tantrums

The first thing we have to do to manage tantrums is to understand the reason behind them. Fear, frustration, anger, sensory overload is just some of the causes that may drive this behavior. A tantrum is a reaction to a situation that a child cannot handle and becomes overwhelmed by emotion. It is a learned behavior, so interventions can be put in place to teach the child more mature ways to handle a problem situation.

Possible Interventions and Strategies

Lock chat, and lock microphone for individual student. Establish credibility with the student. You can control your behavior, or we can control your behavior. Call the parent that day.
Prepare students for transitions with a five-minute warning for start/end of class Review classroom schedule, routines, and rules.
Provide clear, consistent, and predictable consequences and rewards.

At Home Strategies

If behavior is out of control, act quickly. Do not give warnings or second chances. Encourage self-control as much as possible. That only happens if there are immediate consequences.
Do not try and talk a negative child into feeling good. This gives the child attention for being negative and may actually reinforce and increase negative mood.
Limit choices
Rehearse changes that can be expected.
Keep a log of Tantrums to find what triggers them. Pay attention to what happened immediately before, during, and after the outburst.
Anticipate triggers and modify them (i.e. if starting homework is a trigger, give frequent breaks, organize her work, and break intimidating tasks into smaller chunks.
Do not give in to demands.
Remain calm in tone of voice when addressing behavior. Explain calmly, "You are yelling loudly. When you speak more quietly, I can listen and respond to you."
Attention is withheld
Tear a sticky note into 5 pieces and affix them to the student's learning center table. Each time you have to remind student of behavior

(do not throw a Tantrum), remove one of the pieces. If he still has a piece or two remaining at the end of an hour/morning/full day, reward him with a predetermined reward such as free time for something he likes to do.

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract

6.19: Tardy

Students frequently or on a consistent basis are signing into class late and after class assigned start times.

Possible Interventions and Strategies

Make sure to provide a visual planner with daily schedule listed with assignment due dates and activities. Have this displayed in plain view for the student everyday (in their cell phone, on a calendar, on the class calendar, on a notebook in their workstation, etc.)

Have students fill out enter/exit slips in order to provide reason for tardiness to verify responsibility. This provides the explanation to the teacher for reasonings for being tardy to class. The exit slips verify that a student stays in class the entire time (especially if late) or provides an opportunity for the student to explain why they were late if they missed the “enter slip” prompts provided.

Frequent home contact to parents/touch base with the student. Contacting the student’s home to speak with the parent(s), caregiver, LCs to verify if they are aware of the student’s tardiness or the reasoning gives clarity for intervention to help eliminate the tardiness. It could be something as simple as setting an alarm as a reminder class is starting soon, making sure all technology is working properly prior to class starting, preparing for class ahead of time and keeping track of a calendar of class dates.

At Home Strategies

Set clear, consistent, predictable consequences

Take away unstructured, free time

Progress Monitoring Tools

On/Off Task Form

Check-In/Check-Out Graph

Self-Monitoring Checklist

Engagement Contract



Frequently Asked Questions About MTSS

From GaDOE Website

For Parents

What is Georgia's Tiered System of Supports for Students?

A tiered system of supports is being implemented statewide and has five essential components, including: Screening, Progress Monitoring, Multi-Level Prevention System, and Data-Based Decision Making. Georgia added Infrastructure as a fifth component to help districts and schools develop a systemic and preventive educational framework. The critical elements of Infrastructure are Leadership, Effective Teaming, Professional Learning, and Family & Community Engagement.

Why does Georgia's Tiered System of Supports for Students matter?

When all the essential components are implemented as intended, results include sustained academic improvement, more efficient use of resources and staff, decreased inappropriate special education services, and a reduction in student grade retention. Schools and districts have also seen a drop in expulsions, behavioral referrals, and suspension rates.

What is required to improve outcomes for students?

In order to be successful, everyone must be involved in the process (parents, teachers, administrators, community members etc.).

The framework improves response times and helps educators rapidly respond to student needs. • The framework aligns teams and school systems, helping to streamline information and resources necessary to improve student learning.

Educators and families must work together to prevent poor outcomes for all students and ensure students have the tools to be successful.

ALL students are screened to identify those who may be at risk for poor academic or behavioral outcomes. Progress monitoring provides information that allows teachers to better target student needs and appropriately match instruction, resources, and supports.

Teams are focused on prevention to make decisions that ensure all students are continuing to improve.

How can parents and students get involved?

Frequently communicate with your child's teacher(s).

Attend school functions such as parent-teacher conferences.

Monitor and assist with your child's homework assignments.

Find out what skills and knowledge your child is expected to learn.

Ask school team members the following questions:

What are the targeted supports that my child's school is using if he/she is struggling in the classroom?
What are the formal guidelines my child's school is using to identify progress toward goals?
How will I be informed of the progress my child is making? o What happens if my child is not making progress?

What if my child is recommended to receive additional support?

Attend team meetings. Remember the importance of your voice in your child's education.
Help plan interventions for academic and/or behavioral needs.
Practice and reinforce any strategies or educational plans at home.
Always ask questions when things are not clear.

Where to go for more information:

Contact your child's teacher, the school principal, or visit the [Georgia's Tiered System of Supports for Students](#) website.

For Teachers

What do I do if a parent says they think their student needs an IEP?

Assure the parent GCA has a multi-tiered system of supports and a process in place for determining proper instructional and behavioral supports to ensure the least restrictive environment and to also use this process to determine if a student is eligible for special student support services. That begins with making sure students are participating in all supports currently available to provide accurate data to support the need for more intense interventions. Contact School Level MTSS Coordinator

What do I do if a parent says their child was in RTI or SST at the previous school?

Records of the supports and interventions will need to be requested by GCA staff to determine prior supports and adjust to the virtual setting. Contact School Level MTSS Coordinator.

What do I do if a parent sends me a psychological evaluation/medical information regarding a student?

Thank them for sharing this information with you and let them know the information will be reviewed for educational planning. Contact School Level MTSS and 504 Coordinators

What do I do if a parent says their student has a condition or medical issue and because of this, the child cannot do school/participate every day?

Please find out as many details as you can and let parents know they will be contacted regarding the situation as medical records and other pieces of information will need to be collected. Contact School Level MTSS and 504 Coordinator

What do I do if a parent says his student has an IEP or had an IEP at their previous school or a few years ago?

Please ask parents to send copies of the current or previous IEP information. Please contact the Special Education department with the student information so records can be requested. Contact Special Education Department

What do I do if a parent requests testing to see if their child is dyslexic or has a learning disability?

GCA has a multi-tiered systems of support and a process in place for determining proper instructional and behavioral supports to ensure the least restrictive environment and to also use this process to determine if a student is eligible for special student support services. However, if a parent makes a direct request for an evaluation or Special Education services, please contact your school level MTSS coordinator immediately. Contact School Level MTSS Coordinator

What do I do if a parent says a child is in private speech or other therapies and wants it through the school?

Speech and Language Impairment is an eligibility category of Special Education and a student must go through the MTSS process in order to qualify for this service. Private therapies cannot be transferred to the school without a student meeting eligibility and moving through the MTSS process. If a parent requests speech services or an evaluation, please contact your school level MTSS coordinator. Contact School Level MTSS Coordinator

What do I do if a student is not attending classes and is below level?

In order for a student to move up the tiers of interventions, there has to be data demonstrating interventions have not been successful. If a student does not participate in interventions, it cannot be determined if the interventions have been effective. Discuss with your Lead Teacher for a plan of action and next steps to take.

Bibliography/Resources

Bibliography

Georgia Department of Department of Education:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-EducationServices/Pages/TieredSystemofSupports.aspx>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-EducationServices/Documents/GaMTSS/MTSSFamilGuide.pdf>

<https://www.gadoe.org/Curriculum-instruction-and-Assessment/Curriculum-andInstruction/Pages/Response-to-intervention.aspx>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Parent-Rights.aspx>

Child Find Procedures

FAPE

NWEA/MAP Growth

Resources

Selecting Evidenced-Based Tools for Implementing Intensive Intervention

<https://intensiveintervention.org/resource/selecting-evidence-based-toolsimplementing-intensive-intervention>

National Center on Intensive Intervention Tools Chart

<https://charts.intensiveintervention.org/chart/instructional-intervention-tools>

What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/> *Best Evidence Encyclopedia*

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

Evidence-Based Tools for implementing Intensive Intervention <https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/Evidence%20Based%20Practices%20Guidance%20--%20GaDOE%206-2018.pdf#search=selecting%20evidence-based%20interventions>

Positive Behavioral Interventions and Supports

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

NEA Positive Behavioral Interventions https://www.nea.org/assets/docs/PB41A-Positive_Behavioral_Interventions-Final.pdf

Elementary School Resources

Reading Rockets

www.readingrockets.org

Reading IQ

<https://www.readingiq.com/teachers>

Book Wonders Fluency: Fluency Probes for K-6 Teachers

https://www.lake.k12.fl.us/cms/lib05/fl01000799/centricity/domain/6456/book_wondersfluency.pdf

Reading and Math

ABC Mouse

<https://www.abcmouse.com/abt/homepage?8a08850bc2=T1645668731.1558528850.523>

Learnzillion

<https://learnzillion.com/p/> *Starfall*

<http://more.starfall.com>

Math

Numberfly: Math Problem Generator

<http://www.lefthandlogic.com/php/numberfly/numberfly.php>

Online Rekenrek/Math Rack (K-1) <https://apps.mathlearningcenter.org/number-rack/?15b2j9pu> National

Council of Teachers of Mathematics/Classroom Resources <https://www.nctm.org/classroomresources/>

Online Manipulatives https://www.mathplayground.com/math_manipulatives.html

https://www.k6.thinkcentral.com/content/hsp/math/hspmath/na/common/itools_int_9780547584997/main.html

Science and Social Studies

<https://www.nasa.gov/kidsclub/index.html>

<https://online.kidsdiscover.com/> <https://www.wonderopolis.org/>

Handwriting

<https://www.lwtears.com/freeresources>

Writing

Read, Think, Write

<http://www.readwritethink.org> *My*

Storybook

<https://www.mystorybook.com/>

Spelling

Spelling City

<https://www.spellingcity.com/>

Keyboarding Practice

Typing Club

www.typingclub.com

Dance Mat Typing

<http://www.bbc.co.uk/guides/z3c6tfr> *Learn to Type*

www.typing.com *Keyboarding Games* www.learninggamesforkids.com/keyboarding/games.html

Middle School Resources

Reading/ELA

Text Look Back

<https://www.interventioncentral.org/academic-interventions/reading-comprehension/textlookback>

Vocabulary

<https://www.vocabulary.com/> *IXL*

<https://www.ixl.com/> *Reading*

Fluency - CBM

<https://app.easycbm.com/>

Written Expression

CBM

<https://www.interventioncentral.org/teacher-resources/curriculum-based-measurementprobes-writing>

Math

Khan Academy

<https://www.khanacademy.org/> *IXL*

<https://www.ixl.com/> *Xtra*

Math

<https://xtramath.org/#/home/index>

Science

Sheppard Software Activities

<http://www.sheppardsoftware.com/science.htm> *Science Museums*

<https://tellusmuseum.org/> <https://www.fernbankmuseum.org/>

High School Resources

Math

Georgia Numeracy Project Overview <https://www.georgiastandards.org/Georgia-Standards/Documents/Georgia-Numeracy-Project-Overview.pdf>

Georgia Standards of Excellence MS Curriculum Support <https://www.georgiastandards.org/Georgia-Standards/Documents/8th-Math-Connections-Support.pdf>

Georgia Standards of Excellence Curriculum Overview: Foundations of Algebra
<https://www.georgiastandards.org/Georgia-Standards/Frameworks/Foundations-ofAlgebra-Com>

Reading

Guidance for Developing Reading Grades K-12 Things to Consider
<https://www.georgiastandards.org/Georgia-Standards/Documents/Guidance-for-Developing-Model-K-12-Reading-Lists.pdf>

National Center on Intensive Intervention <https://intensiveintervention.org/intervention-resources/literacy-strategies> *Intervention Central Resources*
<https://www.interventioncentral.org/>

Reading Intervention Resources

<http://www.rtinetwork.org/high-school>



Appendices

Appendix 1: Forms

After Tier 3 Meeting Parent Notification—This letter is sent to parents after Tier 3 SST meetings are held to explain the next steps in the process.

Authorization for Release of Information—This form authorizes doctors to obtain or release information concerning students.

Georgia Cyber Academy Class Engagement Policy—This form explains the class engagement policy for GCA students in kindergarten-twelfth grade.

Georgia Cyber Academy Medical Form—This form allows parents to disclose diagnoses or medications that are relevant to the student.

Georgia Cyber Academy Developmental History—Parents use this form to explain significant notes in the developmental history of the student.

Parental Rights—This form explains the rights of the parents regarding special education.

Parent Request for Special Education Notice (PRSN) Response Letter—This letter is sent to parents who make a direct parent request for an evaluation. The letter explains the SST process and required documentation.

RTI Learning Coach Intervention Support Form—This form allows the parent to share their specific concerns and indicate how he or she supports the student at home.

SST-Tier 3 Meeting Form—This form is used to document student data and meeting notes during an SST Tier 3 meeting.

Tier 3 SST Parent Invite Letter—This form is sent to parents to invite them to a Tier 3 SST meeting.

Visual Example of Form 3300—This form provides a visual example of a completed 3300 (Hearing