



## SAMPLE MATERIAL

### Screening Decision Rules

Durham Elementary School, Oregon

**Topic:** Response to Intervention in Primary Grade Reading

**Practice:** Universal Screening

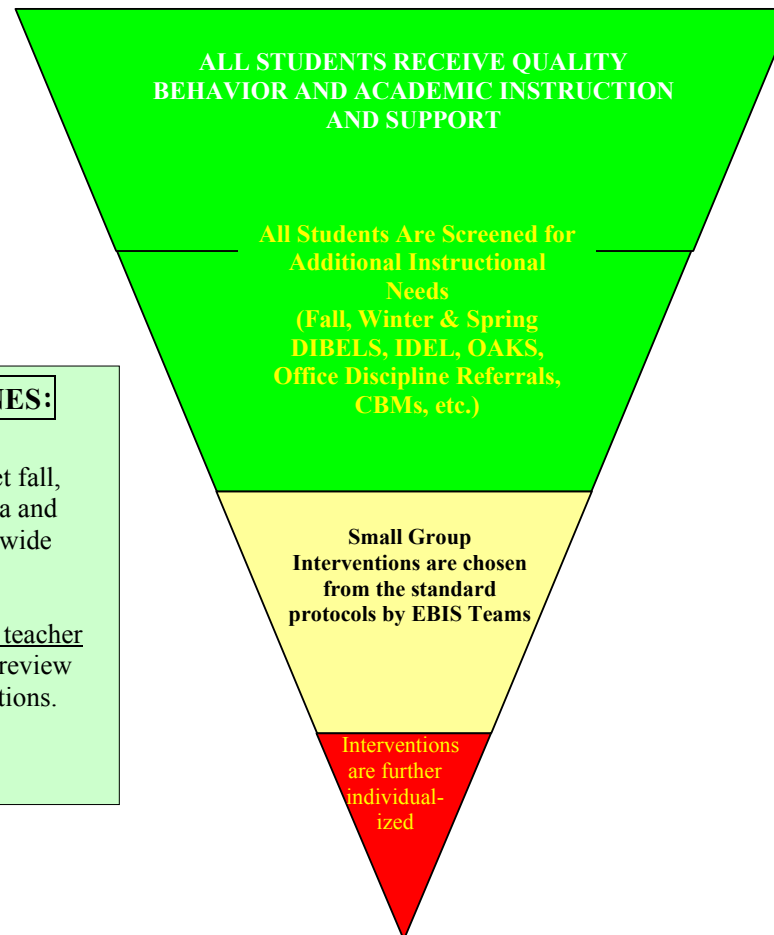
Durham Elementary School, like other Oregon schools, uses Effective Behavior and Instructional Support (EBIS), a systematic team process, to identify and place students in tiered interventions, change small-group or individual interventions, individualize instruction, and refer students for special education services. The school teams use an 80/20 decision rules approach. If 80% of students are not meeting benchmarks, the core program is reviewed. For students scoring in the lowest 20% in grade-level screening measures and/or with chronic behavior needs, teams plan strategic group intervention(s).

Developed by the Tigard-Tualatin School District and used by Durham Elementary School, the EBIS Early Identification Process graphic outlines teamwork timelines and briefly summarizes decision rules. To guide implementation of similar screening processes, this resource also includes the district's Group Interventions and Planning Form and decision rules for K-5 reading, Spanish literacy, and behavior. This district's evaluation process includes a decision rule for referring students for special

education when they fail to make expected progress after one individually designed intervention. However, many states and districts do not have procedures in place that require steps prior to referral. In these instances, students are referred to special education at whatever point there is concern that a child may have a disability.

Tigard-Tualatin School District/Oregon RTI Project

## EBIS EARLY IDENTIFICATION PROCESS Tigard-Tualatin School District, Tigard, Oregon



### TEAMWORK TIMELINES:

School-wide EBIS teams meet fall, winter & spring to review data and make decisions about school-wide progress.

EBIS 20% teams/Grade level teacher teams meet every 6 weeks to review data, plan and adjust interventions.

### DECISION RULES:

**80% Decision Rule:** If 80% of students are not meeting benchmarks, review core program(s).

**20% Decision Rule:** The lowest 20% of students at each grade level based on school-wide screening measures and/or with chronic behavior needs\* will receive strategic group intervention(s)

**Change Small Group or Individual Interventions Rule:** When progress data is below the aimline for 4 consecutive points or when the slope is flat or decreasing

**Individualize Instruction Rule:** When students fail to make expected progress after two (2) consecutive small group interventions gather appropriate data and move to the individual level.

**Refer for Special Education Evaluation Rule:** When students fail to make expected progress after one individually designed intervention.

\*See Behavior Protocol

[illegible]

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## **EBIS READING DECISION RULES - Kindergarten**

### **BEGINNING OF THE YEAR: October**

*Place students in strategic or intensive intervention groups by October 15<sup>th</sup> based on fall DIBELS/IDEL data.*

- Strategic: Add 10 minutes of intervention instruction daily
- Intensive: Add 30 minutes of intervention instruction daily

Monitor and graph progress 2 times per month for the students receiving strategic support and weekly for those receiving intensive support through mid April.

### **MIDDLE OF THE YEAR: January**

*Regroup students after January DIBELS/IDEL has been completed. Place students according into the following groups:*

- Strategic support: Add 10 minutes of intervention instruction daily
- Intensive support: Add 30 minutes of intervention instruction daily

Monitor and graph progress 2 times per month for the students receiving strategic support and weekly for those receiving intensive support through mid April.

### **END OF THE YEAR: April**

**For those students still not making adequate progress, EBIS teams should complete the Individual Problem Solving Worksheet and do one of the following:**

- Revise the intervention and continue with implementation and data collection
- Refer for Special Education evaluation

## EBIS READING DECISION RULES - Grades 1-5

### ***Place students in the 20% group and begin weekly progress monitoring when:***

- Academic skills fall below benchmark and place them in the lowest 20% compared to their peers on one or more of the following measures: DIBELS, IDEL, Reading curriculum based assessments, OAKS.

### ***Change interventions when:***

- Progress monitoring indicates 4 consecutive data points below the aimline.
- If data are highly variable (points are above and below the aimline), maintain the current intervention until 6 data points have been collected, analyze aimline and trendline (IPAS calculates). Change intervention if the slope is flat or decreasing and the scores are below benchmark.
- Each time the intervention is changed the aimline should be redrawn using the median of the three data points prior to the intervention change as the starting point for the new aimline. IPAS will do this automatically.
- For ELL Students, check the progress of the cohort group after each 6-week period to determine whether an individual student's progress is significantly different from the group. (See pages 13 and 14 for more ELL information)

### ***Individualize interventions when:***

- Progress is below the aimline for **TWO** consecutive intervention periods. Prior to individualizing the intervention, the EBIS team should select a case manager, complete the Individual Problem Solving Worksheet, complete a developmental history, provide parents with the RTI Brochure, and if the student receives ELL services, review ELL information specified on pages 13 and 14.

### ***Refer for Special Education evaluation when:***

- After one highly structured, 6-week, individually designed intervention, progress continues below aimline OR the team determines that the support is so significant that the student will need continued individual and intensive instruction. (If the student is an English Language Learner and is struggling with **reading comprehension** in comparison with their ELL Cohort, then an intervention designed to improve comprehension should be implemented for no more than **two** 6-week periods prior to referring to Special Education.)

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## **EBIS DECISION RULES: SPANISH LITERACY**

*Place students in the 20% group when IDEL scores are as follows:*

### **BEGINNING OF THE YEAR: October**

Kindergarten: Phoneme Segmentation Fluency (FSF) is below 5

First Grade: Nonsense Word Fluency (FPS) is below 25

Second Grade: Oral Reading Fluency (FLO) is below 25

Third Grade: Oral Reading Fluency (FLO) is below 50

### **MIDDLE OF THE YEAR: January**

Kindergarten: Nonsense Word Fluency (FPS) is below 10

First Grade: Nonsense Word Fluency (FPS) is below 40

Second Grade: Oral Reading Fluency (FLO) is below 40

Third Grade: Oral Reading Fluency (FLO) is below 60

### **END OF THE YEAR: May**

Kindergarten: Nonsense Word Fluency (FPS) is below 25

First Grade: Nonsense Word Fluency (FPS) is below 70

Second Grade: Oral Reading Fluency (FLO) is below 50

Third Grade: Oral Reading Fluency (FLO) is below 65

**ELEMENTARY STANDARD BEHAVIOR PROTOCOL - DECISION RULES**

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**Decision Rules:**

- K-1 Screening for First Step to Success
  - K-1 Teachers complete a First Step to Success Screener on each student he or she believes may need behavior support.
  - Students who score in the “high-risk” or “extreme risk” range on the First Step to Success (FSTS) screener are considered for participation in the FSTS program.
  - Students identified as “at-risk” or “deficit” on Phoneme Segmentation Fluency (PSF) are considered for Second Tier Reading &/or Behavior Interventions.
  - **Students who are identified as “at-risk” or “deficit” on Phoneme Segmentation Fluency (PSF) AND “extreme risk” on the FSTS screener MUST be discussed by the EBIS team for possible referral to the First Step to Success Program.**
- K-5 Place Students in Strategic intervention if:
  - Student has two or more Office Discipline Referrals in the current school year
  - If more than 5 absences in a 30-day period: EBIS team reviews data to determine appropriate interventions, which may include calls or letters to the family or a behavior plan.
- K-5 Progress monitoring:
  - Daily behavior data from First Step to Success or Check-in Check-out programs.
  - Progress on individual behavior goals or Behavior Support Plan.
  - Monitor Office Discipline Referrals (ODRs) and absences.
- Place students in Intensive Intervention **AND** refer to Care Team and if:
  - Progress is below the expected rate after 6 weeks of Strategic Interventions. Perform a Functional Behavior Assessment (FBA) and develop a Behavior Support Plan (BSP).
  - Student receives 6 or more behavior referrals. Perform an appropriate Functional Behavior Assessment & develop a Behavior Support Plan AND consult with the Care Coordinator and/or Juvenile Court Counselor, if applicable.
  - There is a significant concern regarding mental health issues or anti-social behavior
  - Student’s behavior poses a potential risk to self or others.

**All students in Intensive Interventions should have a Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) and be referred to the “Red Zone EBS Team.”**

- **However, in some instances students might be referred to the Red Zone Team prior to initiating the FBA/BSP process, if complex mental health issues are suspected.**