

Student Intervention Services



UNIVERSAL SCREENING

Assesses student strengths, cultural responsiveness, and linguistics. Identifies needs for support in enrichment or intervention.



PROGRESS MONITORING

Tracks student performance and rate of learning. Uses a variety of assessment and learning tools.



MULTI-TIERED SUPPORT

Tiered system that specifies needed intervention. Individualized plans are used to support.



DATA-BASED DECISIONS

Focused on research-based instructional strategies and differentiation.

STUDENT SERVICES PROCESS

1

Referral & Initial Meeting

2

Observation & Data Analysis

3

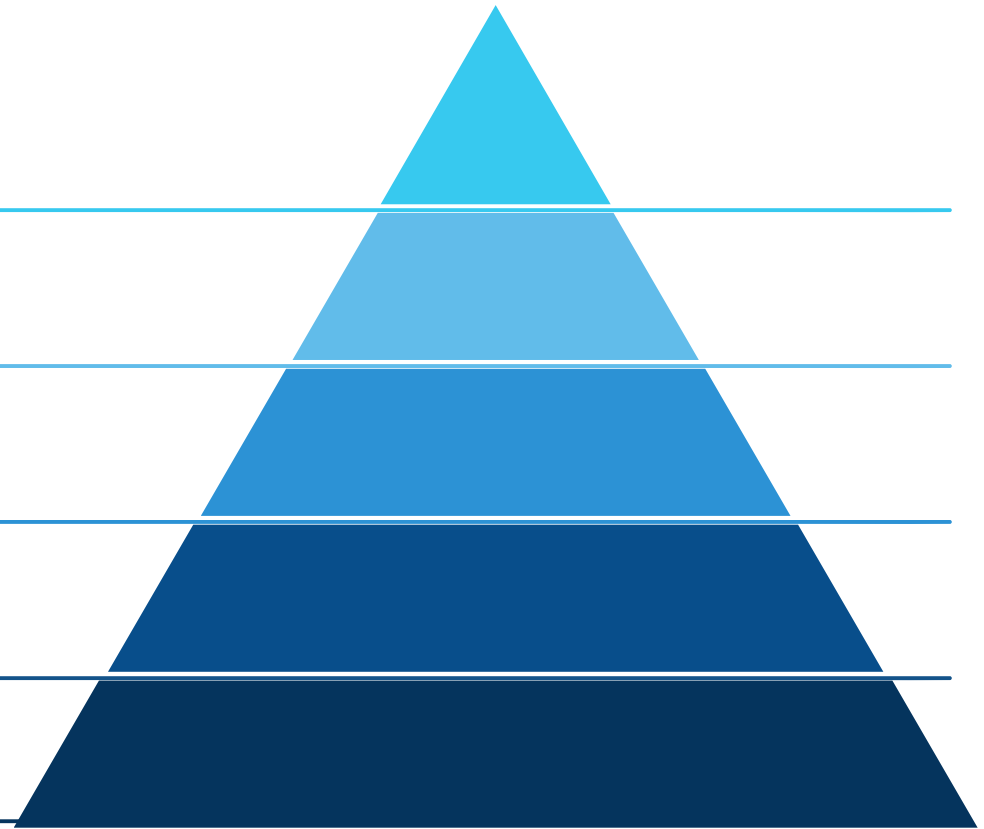
Tiered Intervention Plan Meeting

4

Training & Implementation

5

Continuous Improvement Check-In's



**PARENTS/
FAMILIES**

- Request to Teacher or Principal
- Attend initial meeting

- Provide documentation (if needed) and observation notes

- Attend planning meeting to determine intervention needs
- Collaboratively problem solve

- Provide continued partnership support with child and educational staff

- **Attend regular meetings if needed**
- Provide continued partnership support with child and educational staff

**ADMIN/
TEACHERS**

- Schedule & attend initial meeting
- Prepare initial data analysis

- Complete tiered observations
- Gather and analyze assessment data

- Schedule & attend planning meeting to determine intervention needs
- Collaboratively problem solve

- Train educational staff if needed
- Use evidence-based strategies agreed upon
- Implement plan with fidelity according to compliance policies

- Provide evidence of compliance
- Attend regular check-in meetings
- Adjust intervention plan as needs arise
- Continue to partner with child and family

MULTI-TIERED SUPPORT

TIER 3:

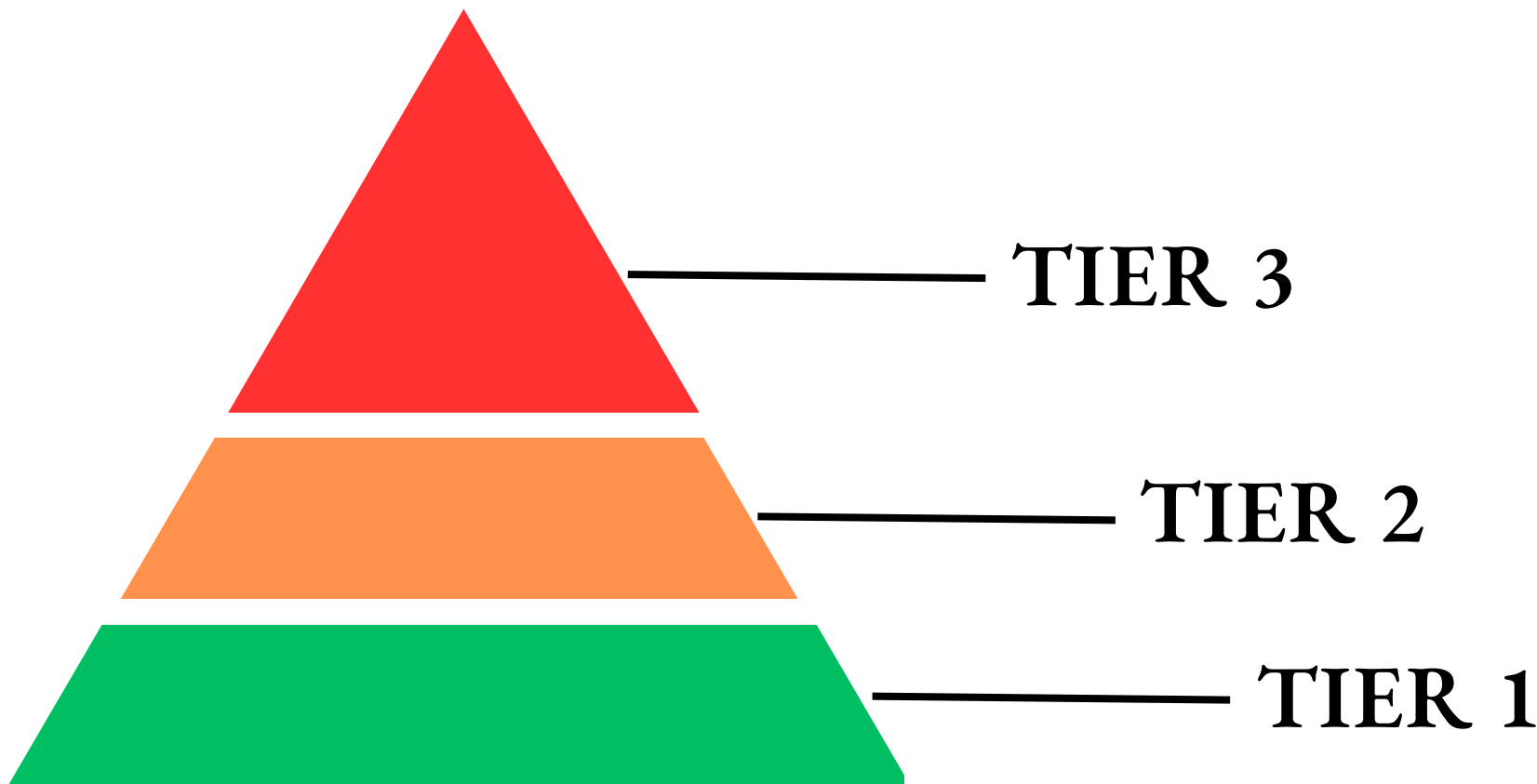
Individualized intensive interventions. Student data is continuously tracked and check-in's occur daily or weekly. An evaluation might be needed to qualify for extended services. CCS may not be able to meet the needs of students in this tier.

TIER 2:

Targeted small group interventions for at-risk students. Tier 2 students continue to participate in regular lessons in the classroom and also receive tier 1 support. A student can move back to tier 1 or be referred for additional services in tier 3.

TIER 1:

The whole class. All students in the general education classroom are in Tier 1. Student progress is tracked through homework, tests, and other data measures. If a child is struggling, the student may be referred to tier 2.



EXAMPLE INTERVENTION STRATEGIES

TIER 3

ACADEMIC

- Pull-out services & individual tutoring
- Weekly progress monitoring
- Individualized assessments and assignments
- One-on-one instructional services
- Specialized staff
- Evidence-based intervention curriculum resources

BEHAVIORAL

- Mentoring
- Social skills development
- Check-in/check-out
- Individual, visual schedule
- Structured breaks
- Reflections
- Restorative practices

TIER 2

ACADEMIC

- Small group tutoring
- Small group differentiated instruction
- Modified assignments and/or assessments
- Extended time given
- Progress monitoring monthly
- Tier 2 curriculum intervention resources

BEHAVIORAL

- Available specialized staff
- Social skill groups
- Processing or reflective breaks
- Increased reinforcement
- Check-in/Check-out plan
- Home/school plans
- Self-management development

TIER 1

ACADEMIC

- Differentiated small groups
- Modified assessments and/or assignments
- Choice options provided
- General progress monitoring
- Schoolwide curriculum resources
- Varied activities that teach to different learning styles

BEHAVIORAL

- Non-verbal cues
- Movement breaks
- Classroom management plans
- Positive reinforcements
- Coping skills
- Social skills
- Character building

IEP

504

ILP

