

**UNION LOCAL**

**ELEMENTARY**



**PBIS**  
**HANDBOOK**  
**2022-2023**

Journey **E**very STEP **T**owards **S**uccess

**BE EXCELLENT**



**BE RESPECTFUL**



**BE KIND**

## PBIS 2021-2022

### LEVEL 1 SCHOOLWIDE

The Color Clip Chart, Marble Jar, and Class Dojo are classroom management tools that will be used school-wide by ALL STAFF MEMBERS. The clip chart and Class Dojo will be used in conjunction to manage and track behavior. Attached, you will find symbols to be used on Class Dojo. Teachers will be required to have these symbols and points for consistency. Teachers will also be required to share their class with specials teachers.

BEGIN the school year with lessons on "The Jet Way" for the following:

- Classroom
- Cafeteria
- Restrooms
- Recess
- Hallway

REINFORCE these lessons at the beginning of each Nine Weeks.

Clip Chart: All students will begin on GREEN daily, and their clips will be moved up or down accordingly on the chart.

Class Dojo: At the end of each day, dojo points will be awarded or removed for students depending on the color they achieved. The point values will be as follows:

Purple	2 Dojos
Blue	1 Dojo
Green	0 Dojo
Yellow	Warning/0 Dojo
Red	-1 Dojo
Black	-2 Dojos

Teachers will follow these steps regarding Level 1 Behaviors:

**Yellow:** Verbal warning/redirection (with wait time)

**Red:** Apply intervention; Dojo point taken away

**Black:** Phone call/Dojo message to parent/guardian after 2 or more Dojo points are lost within a day. \*\*More than 2 Dojo points: Move to Level 2\*\*

Marble Jars: Use marble jars for the whole group, in-class reinforcement throughout the school year.

Star Jet: Report Star Jets to your principal at the end of each month.

## PBIS 2021-2022

### 2021-2022 PBIS Level 2

Teachers will follow the following protocol for Level 2 behaviors:

After three or more Dojos are lost:

1. Submit office discipline referral
2. Administrative action.

Progressive Discipline for student referrals (could change depending on situation):

	Consequence	Time
1st Referral	Conference/Think Sheet	<i>15-30 minutes</i>
2nd Referral	Lunch Detention	<i>30 minutes-1 hour</i>
3rd Referral	Morning/After Lunch Detention	<i>2 hours</i>
4th Referral	Friday School	<i>7 hours</i>
5th Referral	Possible ISS	<i>7 hours</i>

### 2021-2022 PBIS Reward Goals

	<u><i>1st 9 Weeks</i></u>	<u><i>2nd 9 Weeks</i></u>	<u><i>3rd 9 Weeks</i></u>	<u><i>4th 9 Weeks</i></u>
<u>PreK-Kinder</u>	6 Dojos	8 Dojos	10 Dojos	12 Dojos
<u>1st-2nd</u>	10 Dojos	13 Dojos	16 Dojos	20 Dojos
<u>3rd-5th</u>	15 Dojos	18 Dojos	21 Dojos	25 Dojos

Students will need to reach these dojo goals by the end of each nine weeks in order to participate in the behavior goals. Teachers need to use discretion each nine weeks if a student did not earn the points but deserve to attend the nine weeks reward.

# PBIS NINE WEEKS REWARDS

## FIRST NINE WEEKS - FALL FESTIVAL

OCTOBER 28TH



## SECOND NINE WEEKS - MOVIE AND POPCORN JANUARY 13TH



## THIRD NINE WEEKS - MARCH MADNESS MARCH 24TH



## FOURTH NINE WEEKS - SUMMER FUN

MAY 26TH



## **JET CHARACTER EDUCATION**

**SEPTEMBER - "BE EXCELLENT"**

JET WAY DAY - SEPTEMBER 6TH

**OCTOBER - "BE RESPECTFUL"**

JET WAY DAY - OCTOBER 3RD

**NOVEMBER - "BE KIND"**

JET WAY DAY - OCTOBER 31ST

**DECEMBER - R1 PRESS PAUSE**

JET WAY DAY - DECEMBER 1ST

**JANUARY - R2 GET YOUR MIND RIGHT**

JET WAY DAY - JANUARY 4TH

**FEBRUARY - R3 STEP UP**

JET WAY DAY - FEBRUARY 3RD

**MARCH - R4 ADJUST AND ADAPT**

JET WAY DAY - MARCH 3RD

**APRIL - R5 MAKE A DIFFERENCE**

JET WAY DAY - APRIL 3RD

**MAY - R6 BUILD SKILL**

JET WAY DAY - MAY 1ST

## TIER 1 POSITIVE INTERACTIONS

Tier 1 positive interactions are non-contingent upon other behaviors. Our interactions should model the Jets THINK, Jets CARE, Jets AIM High for our students!

SAMPLE BEHAVIORS	POSSIBLE INTERACTIONS
No behaviors necessary. These are NON-CONTINGENT upon behavior.	<ul style="list-style-type: none"><li>● Greet students in the hall or at the door</li><li>● Ask students how they are doing</li><li>● Shake hands</li><li>● Offer high fives</li><li>● Pat the student on the back</li><li>● Move up on the clip chart</li><li>● Other forms of non-contingent positive interactions</li></ul>

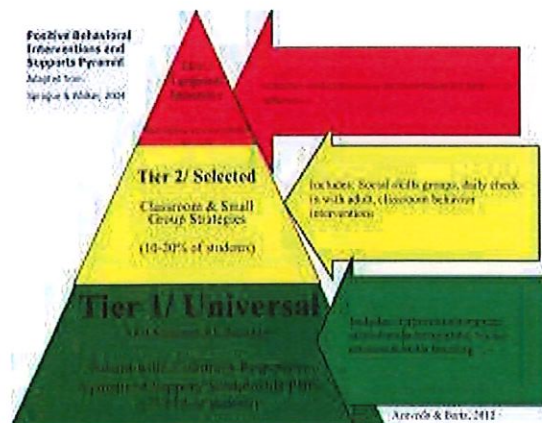
## TIER 1 BEHAVIOR ISSUES

Tier 1 infractions are minor misbehaviors that can be corrected by reminding students of school-wide expectations using positive language. (ex: "Please walk." when students are running)

These behaviors can adequately be corrected by the observing staff member in the setting. A staff member observing a Tier 1 infraction should not expect any other staff member to take additional action and should be addressed through the classroom management system.

## TIER 1 BEHAVIOR ISSUES continued

SAMPLE BEHAVIORS	POSSIBLE INTERVENTIONS
<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>● Excessive talking</li> <li>● Talking out</li> <li>● Inappropriate voice level</li> <li>● Out of seat</li> <li>● Head down</li> <li>● No materials</li> <li>● Off task</li> <li>● Inappropriate tone of voice</li> <li>● Singing/humming/making noises</li> <li>● Not following directions</li> <li>● Walking on the wrong side of the hall</li> <li>● Congregating/running in the hall</li> <li>● Dress code violation</li> <li>● Tardy to class</li> <li>● Removing food or other items from cafeteria</li> <li>● Misbehavior outside the classroom</li> <li>● Inappropriate display of affection</li> <li>● Profanity or inappropriate language for first time offense</li> </ul>	<ul style="list-style-type: none"> <li>● State desired behavior</li> <li>● Proximity correction</li> <li>● Nonverbal redirection</li> <li>● Positive verbal redirection</li> <li>● Wait-time after redirection</li> <li>● Praise of appropriate behavior</li> <li>● Planned ignoring of attention-seeking behaviors</li> <li>● Movement breaks</li> <li>● Cool-off in hallway (no more than 3 minutes with door open) or other supervised areas to prevent escalated behaviors</li> <li>● Phone call home</li> </ul> <p>Possible Consequences for Unsuccessful Interventions:</p> <ul style="list-style-type: none"> <li>● Loss of privilege</li> <li>● Other</li> </ul>



## TIER 2 POSITIVE INTERACTIONS

Tier 2 positive interactions may be contingent on some act by the student. The student may have done well on a test, or helped out another person without prompting.

SAMPLE BEHAVIORS	POSSIBLE INTERACTIONS
<ul style="list-style-type: none"><li>● Doing well on a test or assignment</li><li>● Helping a student with a problem</li><li>● Cleaning the room or cafeteria</li><li>● Helping a student in need</li><li>● Random acts of kindness</li><li>● Other forms of living up to the school-wide expectations</li></ul>	<ul style="list-style-type: none"><li>● Positive praise</li><li>● Positive phone call home</li><li>● Classroom reward</li><li>● Specials jobs</li><li>● Move up on the clip chart</li></ul>

## TIER 2 BEHAVIOR ISSUES

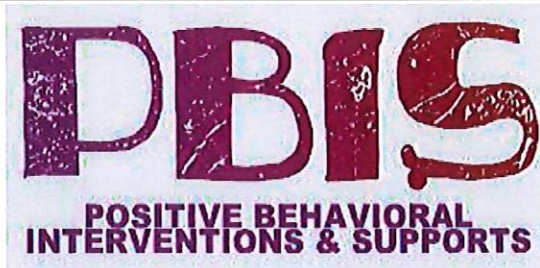
Tier 2 infractions should always involve having the reporting staff member to contact the student's parent/guardian. These contacts should be documented and kept in the student's data folder.

These behaviors may not require immediate administrative involvement, but do require documentation because the observing staff member has assigned a school-wide correction.



## TIER 2 BEHAVIOR ISSUES continued

SAMPLE BEHAVIORS	POSSIBLE INTERVENTIONS
<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Refusal to comply with redirection/defiance</li> <li>● Disruptive behavior</li> <li>● Failure to keep hands and feet to self</li> <li>● Skipping school/class/detention</li> <li>● Throwing objects (paper, pencils, etc.)</li> <li>● Excessive teasing of peers</li> <li>● Disrespecting others</li> <li>● Inappropriate use of technology (cell phones, computers, etc.)</li> <li>● Dishonesty/lying to staff</li> <li>● Profanity or inappropriate language</li> <li>● Forgery</li> <li>● Repeated Bus problems</li> <li>● cheating</li> <li>● Chronic Tier 1 infraction</li> </ul>	<ul style="list-style-type: none"> <li>● State desired behavior</li> <li>● Proximity correction</li> <li>● Nonverbal Redirection</li> <li>● Positive verbal redirection</li> <li>● Wait-time after redirection</li> <li>● Praise of appropriate behavior</li> <li>● Planned ignoring of attention-seeking behaviors</li> <li>● Movement breaks</li> <li>● Cool-off in hallway (no more than 3 minutes with door open) or other supervised areas to prevent escalated behaviors</li> <li>● Phone call home</li> </ul> <p>Possible Consequences for Unsuccessful Interventions:</p> <ul style="list-style-type: none"> <li>● Loss of privilege</li> <li>● Referral</li> <li>● Other</li> </ul> <p style="text-align: right;">**Administrative Action Possible**</p>



## TIER 3 POSITIVE INTERACTIONS

Tier 3 positive interactions may be contingent on some act by the student, but are **sustained** over time. Students demonstrate the school-wide expectations consistently and are rewarded for sustaining it.

SAMPLE BEHAVIORS	POSSIBLE INTERACTIONS
<ul style="list-style-type: none"><li>● Consistently performing well in class</li><li>● Sustaining positive behavior and effort</li><li>● Perfect attendance</li><li>● Maintaining positive relationships with peers and adults</li></ul>	<ul style="list-style-type: none"><li>● Team reward</li><li>● Teacher reward</li><li>● Honor roll incentives</li><li>● Perfect attendance award</li><li>● Student of the Month reward</li><li>● Other forms of recognition</li><li>● Move up on the clip chart</li></ul>

## TIER 3 BEHAVIOR ISSUES

Tier 3 infractions are illegal, immediate harm to self or others and/or direct defiance of authority.

These behaviors are serious misbehaviors that require immediate administrative involvement and written documentation.

## TIER 3 BEHAVIOR ISSUES continued

SAMPLE BEHAVIORS	IMMEDIATE ADMINISTRATIVE ACTION
<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Profanity that involves disrespect</li> <li>● Possessing, transferring, or using illegal drugs</li> <li>● Tobacco, lighters/matches</li> <li>● Insubordination</li> <li>● Leave school property without permission</li> <li>● Possessing or using weapons</li> <li>● Fighting/physical aggression</li> <li>● Stealing</li> <li>● Hands on others</li> <li>● Threatening others</li> <li>● Harassment</li> <li>● Bullying/cyber-bullying</li> <li>● Damaging property</li> <li>● Sniping (taking picture of staff/student without permission)</li> <li>● Chronic Level 2 infraction</li> </ul>	<p>Referral is written by staff member and submitted to administrator</p>



## Union Local Elementary Tier 1-Academic Core Instruction

Teachers value the whole child and know that student growth increases with effective instruction using best practice

### Content Areas:

*What do students need to know, understand, and be able to do?*

**Reading and Language Arts**-Teachers follow the research of The Science of Reading



Phonological Awareness	Heggerty	P-2
Phonics	Saxon	K-2
High Frequency Words	Eye Words Saxon	K-1 K-2
Fluency	McGraw-Hill Wonders	1-5
Vocabulary	KinderLiteracy McGraw-Hill Wonders Wordly Wise	K 1-5 3-5
Comprehension	KinderLiteracy McGraw-Hill Wonders	K 1-5
Grammar	McGraw-Hill Wonders	1-5
Spelling	Saxon McGraw-Hill Wonders	K-2 3-5
Writing	McGraw- Hill Wonders	1-5

### Math

Math	KinderMath McGraw-Hill My Math	K 1-5
	Instructional Routines: Notice and Wonder	K-5

### Science

Science	Mystery Science	K-5
	Discovery Education	K-5

### Social Studies

	Studies Weekly	K-3
		4-5

### Best Practice:

Teachers and students have a clear understanding about content standards and learning outcomes  
Teachers teach essential skills and strategies and to mastery

Teachers provide explicit and systematic instruction with lots of practice—with and without teacher support and feedback, and including cumulative practice over time. (Gradual Release Model-I Do, We Do, You Do)



Teachers use a variety of digital, print, and other instructional resources based on standards and student needs.

Lessons are planned and rigorous and include cognitively complex tasks promoting higher order thinking through intentional questioning

Students have multiple opportunities to talk to each other and to the whole group. Opportunities should go beyond just response to prompt

Teachers use elevated vocabulary and vocabulary is emphasized and reviewed in all content areas

Student progress in critical content is monitored closely

21st Century Skills are in place (critical thinking and reasoning, information literacy, collaboration, self direction and invention.)

Teacher explicitly links new concepts to students' background and past learning

Teachers use the Universal Design for Learning framework to improve and optimize teaching and learning

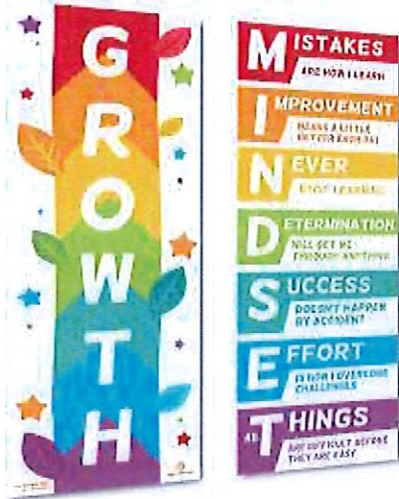
Pacing is appropriate to support student mastery and includes alignment with curriculum maps.

Teachers provide differentiated instruction based on assessment results and adapt instruction to meet students' needs

Teachers model and encourage development of Executive Functioning Skills (Planning, Organization, Time Management, Task Initiation, Working Memory, Metacognition, Self-Control, Attention, Perseverance, Flexibility)

**Classroom Environment:**

*How do we teach effectively to ensure students learn?*



**Best Practice:**

Teachers promote a safe and secure environment with rules, routines, and expectations

Rewards and consequences for behavior are fair and consistent

The physical layout of the classroom is organized and supportive of student learning

Appropriate and sufficient materials and tools are present to support different learning experiences

Classroom environment supports Growth Mindset

**Student and Teacher Relationships:**

*How do we teach effectively to ensure students learn?*

**Best Practice:**

Strong positive teacher/student relationships exist

Students and teachers are actively engaged in the learning.

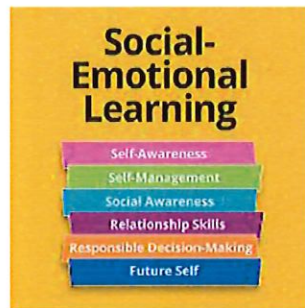
Teachers provide sufficient wait time for student responses

Teachers provide frequent opportunities for interactions and discussion between teacher/student and among students

Teachers and students demonstrate an ability to understand and effectively interact with people across cultures

Teachers maintain high expectations for every student

Teachers promote social emotional learning (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making, Future Self)



**Feedback:**

**7 KEYS TO EFFECTIVE FEEDBACK**

BY GRANT WIGGINS VIA ASCD

**GOAL-REFERENCED**  
Feedback leads student to reach a goal.

**TANGIBLE & TRANSPARENT**  
The desired results should be clear.

**ACTIONABLE**  
Students should know what to do with feedback.

**USER-FRIENDLY**  
Students should know what to do with feedback.

**TIMELY**  
It shouldn't take too long for them to get feedback.

**ONGOING**  
Students get lots of opportunities to improve.

**CONSISTENT**  
Feedback needs to be stable, accurate and trustworthy.

From "Seven Keys to Effective Feedback" by Grant Wiggins via ASCD.

Feedback is clear, specific, and timely. Feedback is balanced and descriptive with strengths, as well as next steps.

Teachers provide students feedback with Individuals, in small groups, or whole group referring to models, work, or examples and ask open-ended questions to deepen student thinking

Students incorporate the feedback by revising their work and make progress towards independence

**Assessment:**

*How do we know students have learned?*

**Universal Screeners:**

**Reading**

- KRA (K)
- iReady Reading (K-5)
- Dibels 8th Edition (1-5)
- LETRS Basic Spelling Screener (1-5)

**Math**

- iReady Math (K-5)
- Forefront Universal Screener for Number Sense (K-5)

**Best Practice:**

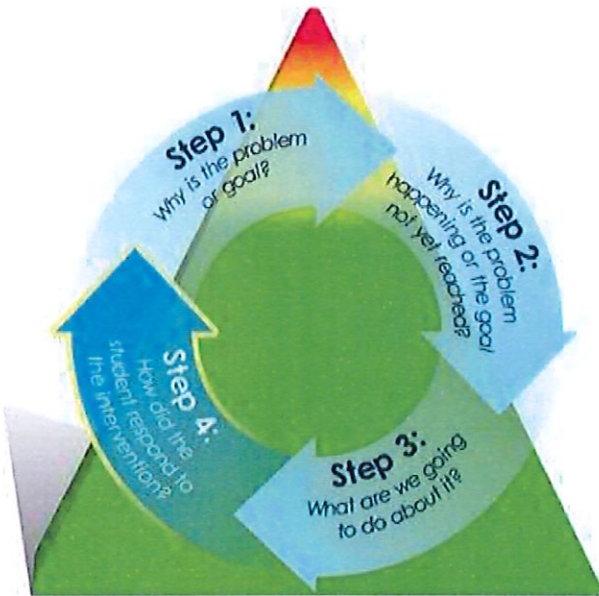
Assessment data is collected frequently and is used to make instructional decisions

Teachers consistently check for students' understanding of the learning by using a variety of assessment methods including: diagnostic, formative, summative, pre/post assessments, criterion referenced, and norm referenced

Assessment data is shared with all stakeholders (students, parents, and staff) in a timely fashion

**Instruction and Intervention:**

*What do we do when students don't learn or do reach mastery before expectation?*



**Best Practice:**

Provide concrete opportunities

Provide multiple opportunities for learning in whole group, small group, and 1:1 instruction, throughout the day/class.

Differentiating instruction through flexible grouping and materials.

Provide scaffolds for learning and assessment

Progress monitor and reteach using alternative approach and/or materials

**References:**

<https://all4ed.org/wp-content/uploads/2015/01/Tier-1-Instruction-Best-Practices.pdf>

<https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p10/>

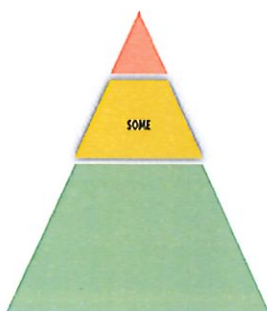
<http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-mode>

## Union Local Elementary Tier 2-Academic Supplemental Instruction

Teachers value the whole child and know that student growth increases with effective instruction using best practice. Tier 2 provides a limited, but targeted, support system for students who struggle to meet grade-level performance standards. Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3. The goal of Tier 2 is to remediate academic skill deficits so students will be successful in the Tier 1 program without support. Students in Tier 2 still take part in all Tier 1 instruction with the rest of the class.

Tier 2 has three characteristics that distinguish it from core instruction:

1. Evidence-based
2. Small-group instruction
3. Clearly articulated intervention implemented with fidelity



Which content areas should be targeted for Tier 2 instruction?

Phonological Awareness
Phonics
High Frequency Words
Fluency
Vocabulary
Comprehension
Spelling
Writing
Number Sense
Fact Fluency
Problem Solving

**Best Practice in Tier 2:**

Teachers, students, and families have a clear understanding about intervention focus and learning outcomes

Instruction focuses on teaching essential skills in targeted areas to mastery

Teachers provide explicit and systematic instruction with lots of practice—with and without teacher support and feedback, and including cumulative practice over time. (Gradual Release Model-I Do, We Do, You Do, You Do)

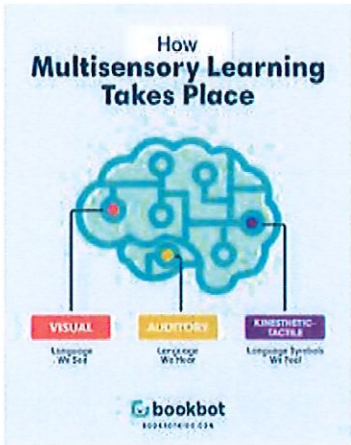


- Teachers provide instruction with modeling
- Examples are planned and students have multiple opportunities to see, hear, speak, write, and manipulate
- Teachers provide immediate corrective feedback
- Pacing is appropriate to support student mastery

	<ul style="list-style-type: none"> <li>• Teachers use explicit vocabulary</li> </ul>
	<p><b>Steps and Process for Tier 2</b></p> <ol style="list-style-type: none"> <li>1. Teacher suspects a student is struggling and begins to collect baseline data and work samples. Teacher begins to implement the following strategies:       <ol style="list-style-type: none"> <li>a. reasonable opportunities for differentiation, extra practice, accommodations, and enough time to show progress.</li> <li>b. if the student is still not making adequate progress in Tier 1 instruction, move to step two</li> </ol> </li> <li>2. Teacher completes the Intervention Referral.</li> <li>3. Teacher communicates concerns with the family and requests completion of the Intervention Parent Inventory</li> <li>4. Teacher submits the Intervention Referral and Intervention Parent Inventory to Instructional Coach along with baseline data and work samples</li> <li>5. Instructional Coach creates the Intervention Team and arranges for a meeting with the teacher to discuss the concerns on the referral</li> <li>6. Intervention Team collaboratively develop an Intervention Plan which includes:       <ol style="list-style-type: none"> <li>a. specific area of concern, baseline data relevant to the specific area of concern, a measurable goal, intervention strategy, progress monitoring timeline, tools, method, and schedule for intervention data collection</li> </ol> </li> <li>7. Instructional Team decides how best to communicate with the family, who will share the Intervention Plan, and how it will be shared</li> <li>8. Intervention begins</li> <li>9. According to progress monitoring timeline on Intervention Plan the Intervention Team will:       <ol style="list-style-type: none"> <li>a. Summarize Tier 1, Tier 2, and interventions, review progress and data, identify concerns, generate new goal if necessary, update Intervention Plan including method and frequency of progress monitoring, discuss a plan for communicating with parents,</li> </ol> </li> </ol>



	<p style="text-align: center;">schedule follow-up date for next meeting</p> <p>10. Repeat steps 8 and 9</p>
Who Receives Tier 2 Instruction?	Students who have received reasonable opportunities for differentiation, extra practice, accommodations, and time and still are not making adequate progress with Tier 1 instruction
Who are the Tier 2 Intervention Team Members?	<p>The Tier 2 team is unique to each child and the needs for intervention. Team members may include: teacher, intervention specialist, tutor, parent, related service provider, principal, paraprofessional</p> <p>Anecdotal notes about student performance in the classroom should be included by each member of the Intervention team. The teacher should reflect on the generalization of skills targeted in intervention at the end of each nine weeks</p>
Who provides Tier 2 Instruction?	General education teacher, Tutor, Intervention Specialist, Paraprofessional, Parent, Related Service Provider, Student , Administrator, Paraprofessionals
Where does Tier 2 Instruction occur?	Anywhere
When is Tier 2 instruction provided?	<p>Students who receive Tier 2 intervention should NEVER miss Tier 1 instruction</p> <p>Scheduling options for Tier 2 could include:</p> <ul style="list-style-type: none"> <li>● A designated time in Tier 1 set aside specifically for intervention, practice, and enrichment</li> <li>● Time from two consecutive classes (e.g., 15 minutes from social studies and 15 minutes from science)</li> <li>● Time from specials</li> <li>● Before or after school, beginning or ending of lunch or recess</li> <li>● In the event that a large percentage of students requires Tier 2, the teacher might need to schedule more than one Tier 2 intervention period per day</li> </ul>
How does the data help to inform decisions made in Tier 2?	<p>Universal Screening Data is used to determine baseline levels of performance. Data may include:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● KRA (K)</li> <li>● iReady Reading (K-5)</li> <li>● Dibels 8th Edition (1-5)</li> <li>● LETRS Basic Spelling Screener (1-5)</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>● iReady Math (K-5)</li> <li>● Forefront Universal Screener for Number Sense (K-5)</li> </ul>

	<p>Universal Screening Data may reveal the need for more targeted information. Additional Screeners may be used to determine areas of specific intervention</p>
<p>How do we know if students are responding to Tier 2 interventions?</p>	<p>Progress Monitoring should occur every 2-4 weeks</p> <ul style="list-style-type: none"> <li>→ If students respond really well to the intervention they return to Tier 1.</li> <li>→ If students respond well to the intervention, the intervention at Tier 2 continues and proceeds through the scope.</li> <li>→ If students do not respond well to Tier 2 instruction, he/she will move to Tier 3.</li> </ul> <p>Progress monitoring materials include criterion-based measures (intervention based pre/post) and norm-based measures (Dibels, Easy CBM)</p> <p>Data-based individualization (DBI) is used to monitor progress in certain circumstances. DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.</p>
<p>What is the frequency of Tier 2 instruction?</p>	<p>Instruction may vary, depending on the age of the student, from 15–45 minutes per day and may occur 3-5 days per week</p>
<p>How is instruction implemented in Tier 2?</p> 	<p>Small group instruction is best practice. Instruction should be implemented with a teacher/ student ratio of 1:3–1:6</p> <p>Instruction should be implemented with fidelity. The success of the intervention depends on the consistent delivery of explicit instruction</p> <p>Instruction should be multisensory and include opportunities for students to hear, speak, write, see, and manipulate concrete objects (letter tiles, blocks, etc) Orton Gillingham methodologies and the Wilson Reading System are the foundations of Tier 2 instruction</p> <p>“The benefits of multisensory learning have been verified by contemporary research in cognitive science. A 2018 study using fMRI technology, which measures brain activity by detecting changes in blood flow, found that children with the strongest literacy skills had more interactivity between different regions in their brain.[10] This suggests that reading is a whole-brain skill and that future developments in literacy instruction should use a multisensory approach.”</p>
<p>What is the duration of Tier 2 instruction?</p>	<p>The number of weeks may vary, but a minimum of</p>

	10–12 weeks is recommended.
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References:

<http://www.rtinetwork.org/essential/tieredinstruction/tier2/how-to-develop-an-effective-tier-2-system>

<https://www.understood.org/en/school-learning/special-services/rti/3-tiers-of-rti-support>

<https://www.pbis.org/pbis/tier-2>

<https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

<https://intensiveintervention.org/resource/data-based-individualization-framework-intensive-intervention>

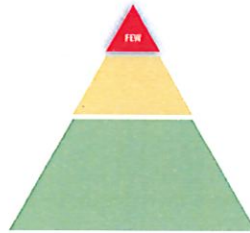
<https://www.waterford.org/education/why-multisensory-learning-is-an-effective-strategy-for-teaching-students-how-to-read/>

## Union Local Elementary Tier 3-Academic Intensive Intervention

Teachers value the whole child and know that student growth increases with effective instruction using best practice. Tier III supports students that fall below the 25th percentile on more than one universal screener. In some situations, this may also include any students who have not made sufficient progress at Tier II. Tier 3 provides a targeted, support system for students who continue to struggle despite interventions in Tiers 1 and 2. The support at this level is more focused and intensive than Tier 2. The goal of Tier 3 is to remediate academic skill deficits so students will be successful in the Tier 1 program without support. **Students in Tier 3 still take part in all Tier 1 instruction with the rest of the class.**

Tier 3 has three characteristics that distinguish it from core instruction:

1. Intensity of the interventions is increased
2. Frequency of interventions is increased
3. Progress monitoring is increased
4. Group size is decreased



**Which content areas should be targeted for Tier 3 instruction?**

Phonological Awareness
Phonics
High Frequency Words
Fluency
Vocabulary
Comprehension
Spelling
Writing
Number Sense
Fact Fluency
Problem Solving

**Best Practice in Tier 3:**

Teachers, students, and families have a clear understanding about intervention focus and learning outcomes

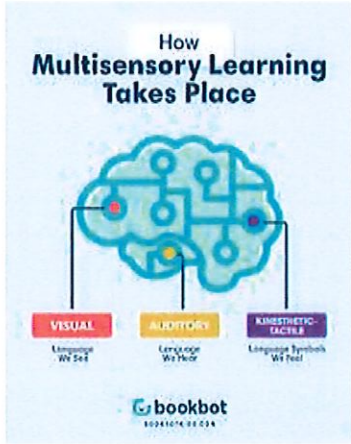
Instruction focuses on teaching essential skills in targeted areas to mastery

Teachers provide explicit and systematic instruction with lots of practice—with and without teacher support and feedback, and including cumulative practice over time. (Gradual Release Model-I Do, We Do, You Do)



- Teachers provide instruction with modeling
- Examples are planned and students have multiple opportunities to see, hear, speak, write, and manipulate
- Teachers provide immediate corrective feedback
- Pacing is appropriate to support student mastery
- Teachers use explicit vocabulary

<p><b>Who Receives Tier 3 Instruction?</b></p>	<p>Students who have not responded favorably to Tier 2 interventions that have been implemented with fidelity or students that fall below the 25th percentile on more than one universal screener.</p>
<p><b>Who are the Tier 3 Intervention Team Members?</b></p>	<p>The Tier 3 team may include more members than the Tier 2 team. This team is unique to each child and the needs for intervention. Team members may include: teacher, intervention specialist, tutor, parent, related service provider, principal, paraprofessional</p> <p>Anecdotal notes about student performance in the classroom should be included by each member of the Intervention team. The teacher should reflect on the generalization of skills targeted in intervention at the end of each month</p>
<p><b>Who provides Tier 3 Instruction?</b></p>	<p>General education teacher, Tutor, Intervention Specialist, Paraprofessional, Parent, Related Service Provider, Student , Administrator, Paraprofessionals</p>
<p><b>Where does Tier 3 Instruction occur?</b></p>	<p>Anywhere</p>
<p><b>When is Tier 3 instruction provided?</b></p>	<p>Students who receive Tier 3 intervention should NEVER miss Tier 1 instruction</p> <p>Scheduling options for Tier 3 could include:</p> <ul style="list-style-type: none"> <li>● A designated time in Tier 1 set aside specifically for intervention, practice, and enrichment</li> <li>● Time from two consecutive classes (e.g., 15 minutes from social studies and 15 minutes from science)</li> <li>● Time from specials</li> <li>● Before or after school, beginning or ending of lunch or recess</li> <li>● In the event that a large percentage of students requires Tier 2 or Tier 3, the teacher might need to schedule more than one intervention period per day</li> </ul>
<p><b>How does the data help to inform decisions made in Tier 3?</b></p>	<p>Universal Screening Data is used to determine baseline levels of performance. Data may include:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● KRA (K)</li> <li>● iReady Reading (K-5)</li> <li>● Dibels 8th Edition (1-5)</li> <li>● LETRS Basic Spelling Screener (1-5)</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>● iReady Math (K-5)</li> <li>● Forefront Universal Screener for Number Sense (K-5)</li> </ul> <p>Universal Screening Data may reveal the need for more targeted information.</p> <p>Additional Screeners must be used to determine</p>

	more specific areas of intervention
<p>How do we know if students are responding to Tier 3 interventions?</p>	<p>Progress Monitoring should occur every 1-2 weeks</p> <ul style="list-style-type: none"> <li>→ If students respond really well to the intervention they return to Tier 2.</li> <li>→ If students respond well to the intervention, the intervention at Tier 3 continues and proceeds through the scope.</li> <li>→ If students do not respond well to Tier 3 instruction, it is possible that the Intervention Team will make a Referral for a Suspected Disability</li> </ul> <p>Progress monitoring materials include criterion-based measures (intervention based pre/post) and norm-based measures (Dibels, Easy CBM, etc.)</p> <p>Data-based individualization (DBI) is used to monitor progress in certain circumstances. DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.</p>
<p>What is the frequency of instruction in Tier 3?</p>	<p>Instruction may vary, depending on the age of the student, from 15–45 minutes per day and must occur 4-5 days per week</p>
<p>How is instruction implemented in Tier 3?</p> 	<p>Small group instruction or individualized instruction is best practice. Instruction should be implemented with a teacher/ student ratio of 1:1-1:3</p> <p>Instruction must be implemented with fidelity. The success of the intervention depends on the consistent delivery of explicit instruction</p> <p>Instruction should be multisensory and include opportunities for students to hear, speak, write, see, and manipulate concrete objects (letter tiles, blocks, etc)</p> <p>“The benefits of multisensory learning have been verified by contemporary research in cognitive science. A 2018 study using fMRI technology, which measures brain activity by detecting changes in blood flow, found that children with the strongest literacy skills had more interactivity between different regions in their brain.[10] This suggests that reading is a whole-brain skill and that future developments in literacy instruction should use a multisensory approach.”</p>
<p>What is the duration of Tier 3 instruction?</p>	<p>The number of weeks may vary, but a minimum of 12-18 weeks is recommended.</p>

References:

<http://www.rtinetwork.org/essential/tieredinstruction/tier2/how-to-develop-an-effective-tier-2-system>

<https://www.understood.org/en/school-learning/special-services/rti/3-tiers-of-rti-support>

<https://www.pbis.org/pbis/tier-2>

<https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

<https://intensiveintervention.org/resource/data-based-individualization-framework-intensive-intervention>

<https://www.waterford.org/education/why-multisensory-learning-is-an-effective-strategy-for-teaching-students-how-to-read/>

<https://www.lb65.org/student-services/multi-tiered-systems-of-support-mtss-response-to-intervention-rti/tier-iii-intensive-intervention#:~:text=Characteristics%20of%20Tier%20III%3A,occurs%20outside%20of%20the%20classroom.>