



Form H
RtI Academic Tier Guidelines – Elementary Level
Graves County Schools
Adopted 7/9/2014



TIER I	TIER II	TIER III	SPECIAL EDUCATION REFERRAL	RtI DISMISSAL
<ul style="list-style-type: none"> STAR $\geq 25\%$ile DIBELS (May use Reading A-Z) $\geq 25\%$ile 	<ul style="list-style-type: none"> STAR $\leq 25\%$ILE DIBELS (May use Reading A-Z) $\leq 25\%$ILE $< 90\%$ accuracy on RCBM or MCBM Four consecutive data points below goal line from Tier I progress monitoring 	<ul style="list-style-type: none"> STAR $\leq 20\%$ILE DIBELS (May use Reading A-Z) $\leq 20\%$ILE Four consecutive data points below goal line from Tier II progress monitoring Six weeks of Tier II intervention logs that follows guidelines 	<ul style="list-style-type: none"> Four consecutive data points below goal line from Tier III progress monitoring Six weeks of Tier III intervention logs that follows guidelines (SLD requires another round of Tier III interventions) 	<ul style="list-style-type: none"> Tier III – Four consecutive data points above goal line AND meets end of year goal – dismiss to Tier II
<ul style="list-style-type: none"> No additional intervention time needed Student intervention plan not necessary Progress monitoring can be completed basis per teacher discretion for movement to Tier II. 	<ul style="list-style-type: none"> Students receive a minimum of 60 minutes weekly Preferred service time – 90 min. per week, per targeted area Group size of no more than 8, preferably 5 or smaller Monitoring at least bi-monthly Students must have intervention plan on file 	<ul style="list-style-type: none"> Students receive a minimum of 90 minutes weekly Preferred service time – 150 min. per week, per targeted area Group size of no more than 5, preferably 3 or smaller Monitoring at least weekly Students must have intervention plan on file 	<ul style="list-style-type: none"> When moving from Tier III, consider completing KBIT screening to rule out possibility of MMD. Based on student need, the following may also need to occur between movement from Tier II and Tier III: <ul style="list-style-type: none"> ADHD Screening Behavior Progress monitoring (EBD, OHI, Adaptive skills) DD areas progress monitoring 	<ul style="list-style-type: none"> Tier II – Four consecutive data points above goal line AND meets end of year goal AND scores at or above 25%ile on STAR dismiss to Tier I

<p>For Behavior Interventions School-wide Positive Behavioral Supports, Champs, establishing/teaching behavioral expectations, consistent reinforcement for success, consistent consequences for failure, effective classroom management/organization, social skill instruction, pre-correction, increased rates of praise, continuous feedback and error correction, classroom rules, home-school collaboration, Good Behavior Game, etc.</p>	<p>For Behavior Behavior Interventions (All in group) Social skills training, peer/adult mentoring and mediation program, anger management training, attention-control training, self-concept, divorce groups, behavior contracts, etc. (program examples: Anger Management Program, Coping Power Program, Art of Self-Control, Violence Prevention Curriculum for Adolescents, Ripple Effects for Teens, Check and Connect)</p>	<p>For Behavior Moving from Tier II to Tier III Ideas for moving from Tier 2 to Tier 3 (5% of students) and Possible Interventions (Individualized) Analysis of interventions/treatment integrity, behavior rating scales including self-reports, possible FBA, individual counseling by teacher/guidance counselor/principal/etc, role play and direct behavioral skills instruction, referral for outside counseling, more restrictive environment, individual token economy or response cost procedures, reinforcement surveys, etc.</p>	<p>For Behavior</p>	
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