SDH Response to Intervention Flow Chart

(Multi-Leveled Systems of Support)

Student academic, behavior or universal screening/classroom data concern
(Above/Below Grade Level Targets)

1. Discuss individual student progress & concerns at grade/content level PLC meeting
2. Implement differentiation plan on specific deficit area & monitor progress
3. Teachers Notifies parents of concern(s)
4. If child is not responding, repeat with new instructional strategies & monitor progress

If student is not making progress after multiple Universal Interventions,
1. Choose a tier two intervention from the district resource map to be implemented during I/E time
2. Monitor the child's progress every two weeks
3. If child is not responding, repeat with new intervention/instructional strategies and progress monitor every two weeks

If student is not making progress according to the tier two intervention
EST/Problem Solving Team Convenes
1. Completes the Paperwork naming the research-based intervention and progress monitoring data
2. Determine if further tier two intervention is needed or if tier three intervention is needed.
3. Schedule a follow-up meeting to review the data in 4-6 weeks
4. EST/Intervention Plan shared with parents

Team determines current differentiation or tier 2 intervention is sufficient & classroom teacher contacts parents

Follow-up Meeting
1. Review Data
2. Review & add to EST plan (above, at, below target)
3. Determine next steps (continue, change or discontinue plan)

Intervention plan is working

Intervention plan is NOT working.

Continue the intervention

Schedule follow-up meeting to review data & continue making informed decisions

Intervention plan is working, but the progress is SLOW

1. Complete Intervention Integrity Form determine if intervention needs to be repeated and/or changes
2. Contact parent to update progress

1. Complete Intervention Integrity Form
2. Bring in other team members or consultants
3. Review & update the EST plan
4. Change intervention, increase the number of sessions and/or duration of sessions
5. Parent conference
6. Implement new intervention & progress monitor

If at least two six week intensive interventions have not been successful, discuss if referral for special education is necessary

Referral for Evaluation
1. Complete appropriate referral form (Special Ed. Or 504)
2. Contact parents for consent
3. Screening/testing
4. Contact parents to set up meeting
5. Schedule date for evaluation review meeting

Evaluation Meeting
Bring data to support lack of progress achieved with the interventions (2 interventions for at least 6 weeks; at least 9 data points-3 benchmark + 1 per week minimum)
Discuss need to gather other information, the need for a 504 plan or an IEP

Return to Tier 1 if:
1. Student is at or above district targets on AIMSweb, MAP and Benchmark Text Level
2. Student achieves 3 consistent data points above the goal line
3. Student meets classroom benchmarks
4. Team deems it appropriate

Notify parents of maintenance goals

Adapted from School District of Dodgeville