



Complete all sections up to the dotted line PRIOR to the TAT Meeting.

Teacher/Referring Person: Mrs. Susan Sunshine		Date: 1-16-2014
Student's Name: John Doe	School: Wayside Elementary	DOB: 1-13-2006
Grade: 2	Parent/Guardian: Tillie Doe & Willie Doe	
Address: 1452 Cherry Lane, Bemidji, MN 56601		Phone: 218-444-0000

Race: If Native American, Indian Education Notified: ☐ Yes ☐ No

Language Spoken in the Home: English

Student History Review – Check if “yes” and attach additional information or describe as needed.

- History of absenteeism? ☐ Yes ☒ No Describe: _____
- History of retention? ☐ Yes ☒ No Describe: _____
- History of behavioral concerns? ☒ Yes ☐ No Describe: John has had behavioral difficulties since the end of Grade 1. He has temper tantrums when he doesn't get his way. He throws items across the room, tips chairs, pushes others, and cries and screams. If asked to do something he doesn't seem to want to do, he avoids the task by running away or going under a table or in the coatroom. This happens at least once daily. John had no behavior referrals last year, but this year in 2nd grade he has already had 4—one for pushing another student on the playground, 2 for throwing things in the classroom after being asked to join reading group, and 1 for insubordination (not following directions and yelling at staff).
- Physical, health, or medical problems or concerns? ☐ Yes ☒ No Describe: _____
- Environmental, diversity, or family factors affecting education? ☒ Yes ☐ No Describe: Parents are recently divorced.
- Outside agency evaluation? ☐ Yes ☒ No Describe: _____
- Previous special education assessments? ☐ Yes ☒ No Describe: _____
- Previous special education services? ☐ Yes ☒ No Describe: _____
- Previous Title I/Assurance of Mastery or other services? ☒ Yes ☐ No Describe as specifically as possible, listing previous interventions and/or accommodations if known (Reading Recovery, LLI, etc.): John had small group Title I work with word blending and fluency in first grade. He made moderate gains in reading but was still about a half-year behind his peers in the spring. This year, John is receiving LLI 5 days a week for 30 minutes a day in a group of 4 students. He can read accurately but does not seem to comprehend—he cannot retell a story or answer questions about it after reading. John is currently about 9 months behind his peers in reading.

Attach any previous progress monitoring graphs or intervention records less than a year old, if available.

Relevant Assessment Data (MCA, MAP, AIMSweb, Curricular, Other):

Fall 2013 MAP Reading RIT = 168 (Norm is 175.9); Average RITs in Foundations/Vocab=173 (Av), Literature=170 (Lo), Informational Text=165 (Lo)
Fall 2013 AIMSweb R-CBM= 56 wcpm (Average-Tier 1, barely); 98% accuracy
Currently reading at Level H (mid first grade); the level of an average 2nd grader at this time of year is L-M
Houghton Mifflin Selection Tests – averages about 60%
Math skills are average.

No formal interventions have been done for behavior yet, but John's tantrums have escalated this school year. In the spring of Grade 1, he would have about 1 screaming tantrum a week. Currently, he is having about 3 a week and has become more physical. At least once daily he refuses to following directions. It has become difficult to deal with John's behaviors in the classroom without any help.

Describe area(s) of concern or problem behavior. What do the interventions need to address?

- 1) Reading Comprehension – problems in this area don't seem to be related to a lack of vocabulary skills or phonics deficits
- 2) Behavior – anger control, reducing tantrums, following directions

There may be family concerns—recent divorce coincides with the time that behaviors escalated.

Complete the rest of the form at the TAT Meeting(s).

Note: Pre-referral Intervention Requirements: Academic interventions should be conducted 4-5 days a week for at least 20 minutes per session in a 1:1 to 1:3 setting for at least 30 school days. Two interventions must be completed. For behavioral interventions, a behavioral skill or strategy should be taught, and the interventionist should have daily contact with the student. Documentation of parental notification must be provided. **Note: Set up a Progress Monitoring Schedule on AIMSweb and document the intervention there, if possible. If not using AIMSweb as a progress monitoring system, use an alternative documentation system that will demonstrate student progress. The Interventionist must have a fidelity self-check on file for these interventions.**

Intervention 1.

Choose and describe an intervention that addresses area/behavior of concern.

Dates: 1-21-14 to 3-19-14

Reading Comprehension Intervention: Read, Cover, Remember, Retell (with continued LLI)

Baseline **Data** of the skill/problem behavior (including relevant assessment scores): MAP RIT Score 168 (Lo); Literature (170) and Informational Text (165) Strands are both Lo; Curriculum Selection Tests= average 60%; AIMSweb 56 wcpm (Avg.) – 98% accuracy

Which intervention are you using? Read, Cover, Remember, Retell (RCRR) combined with LLI. (LLI 5 days a week for 30 minutes will continue. The new comprehension intervention is a 2nd scoop later in the day.)

Intervention Plan (frequency, setting, progress monitoring procedures/tool): RCRR will occur 5 days a week, 20 minutes a day, 1-on-1 in a pull-out setting (Title I). Progress will be monitored using AIMSweb MAZE once a week. Houghton Mifflin selection test results will also be monitored.

Person Responsible: Mrs. Benton/Title I Teacher

Intervention 2.

Choose and describe an intervention that addresses area/behavior of concern.

Dates: 1-21-14 to 3-19-14

Behavioral Intervention: Following Directions

Baseline **Data** of the skill/problem behavior (including relevant assessment scores): John is having 3 very physical temper tantrums in the classroom per week, often throwing classroom items. He has had 4 behavior referrals so far this year for refusing to follow directions and pushing. He refuses to following directions at least once daily.

Which intervention are you using? AIMSweb "Following Directions" Skill Steps

Intervention Plan (frequency, setting, progress monitoring procedures/tool): Mrs. Sunshine will teach the "Following Directions" skill steps to a small group of students initially (2-3 days). After teaching has been completed, John's teachers will monitor how he follows directions (yes or no) and respecting school property (yes or no) daily using a progress chart. This data will be recorded. John's goal will be to have 9 yes ratings in both areas by the end of the intervention. Mrs. Sunshine will meet briefly with John at the end of each day to review his chart and discuss successes and difficulties, reviewing skill steps as needed. The number of temper tantrums per week and the number of behavior referrals will also be recorded.

Person Responsible: Mrs. Sunshine will maintain records; all teachers who work with John are responsible for completing the checklist daily

Parental Notification of Intervention – Complete after intervention(s) is/are planned.

Date Parent Contacted: 1-17-14

Type of Contact: ☒ **Phone Call** ☐ **Letter/Note/Email** ☐ **Home Visit** ☐ **Conference/Face-to-Face Visit**

Person Making Contact: Mrs. Sunshine

Information/Comments from Parent: Mother has noticed tantrums at home and in the community, too. She says they started at the beginning of this school year. She is concerned about John's reading, as well, and indicates he won't read at home even though she asks him to. Father has moved away and is not in the picture much...just an occasional monthly weekend visit.

Intervention Results - include measurable outcome data (assessments, etc.); attach AIMSweb progress monitoring graphs or other record-keeping data):

Measurable Outcome **Data** for Intervention #1: AIMSweb MAZE was used (graph attached); Winter MAZE target was 9, Spring MAZE Target was 14 (these are the Tier I Norm targets). John continues to have an average of 60% on his Houghton Mifflin curriculum assessments (unit and selection).

Measurable Outcome **Data** for Intervention #2: John worked on both Following Directions and Respecting School Property—reducing tantrums (which often included the throwing of objects). During each class of the day, the teacher rated his behavior with a “Yes” or “No” response as to whether or not he followed directions and respected school property, with 10 ratings possible each day. For Following Directions, John began with an average of 3 “Yes” ratings per day. He ended in March with an average of 9 “Yes” ratings. For Respecting School Property, John started with an average of 4.7 “Yes” ratings per day. He ended in March with an average of 9 “Yes” ratings. John has reduced temper tantrums to less than 1 per week, and has had no incidence reports since early February.

Narrative of Results (both interventions): John’s results with the reading comprehension intervention were flat. He started at 3 correct and ended at 7 in March. This is short of both the winter and spring norm targets. John’s performance on curricular assessments has not improved despite having “2 scoops” of intervention in reading. The reading intervention was not successful. For the most part, John has learned to manage his behavior with regard to following directions and respecting school property. His behavior is now manageable in the classroom. The behavioral intervention was successful.

Group Decisions/Action

Date: 3-20-14

- ☐ Intervention was effective. No referral needed. Place all documentation in cumulative file.
- ☐ Intervention appears effective. Continue and review progress on _____ (date).
- ☐ Modify current intervention. Indicate modifications above and on AIMSweb or in interventionist’s record-keeping system. Review on _____ (date).
- ☐ Try a different intervention. Complete a new TAT Intervention Plan and attach to this document. Review on _____ (date).
- ☒ Refer student to CST. Place a copy of this intervention information in the student’s cumulative folder. Keep these originals and attach to the CST procedural paperwork.

Notes: Behavioral intervention was effective, but the reading intervention was not. John should be referred to the CST for academic performance in reading.