

BASIS

Adobe Connect

12.3.15



Today's Webinar

- Will address some tips and best practices for documentation of RtI information
 - Comments on Teacher Strategy form and RtI records
 - Including parents and noting their presence at meetings
 - Writing goals on Tier records
- General updates on grids and features of BASIS 3.0



Tips and Best Practices

Comments on Teacher strategy forms and RtI records:

- Remember to write facts and not opinions.
- Stay away from words such as “lazy”, “doesn’t care” or “unmotivated”....
- Remember we are not diagnosticians – don’t label a student by saying things like “I think the student is ADHD or he/she must have a learning disability”.
- Stay away from judgment statements about parents or guardians, former teachers or school.
- Comments should not be anecdotal on what the student is doing, but should include what the teacher is doing to support and assist that student to improve.

Let's look at a couple:
See what you think.
Could any of these be written
differently or are they ok?

[redacted] is receiving small group instruction
and using manipulatives as needed. Some
progress made but slow.

[REDACTED] is doing the same thing he did last year, absent frequently, not turning in assignments, and does not come to tutoring. He is with me for recovery however he is not putting forth the effort to pass.

is quiet and shy in class. He lost his focus within 5 minutes and started to look around or day dream. He has low phonemic awareness skills and having difficulties with simple three decodable words (CVC) and also difficulties remembering his sight words. In math he is having difficulties with basic/simple addition and subtraction within 10. His number sense seems to be low and he needs to be guided by a teacher/helper in order to focus and complete his work.

Student does not appear to show interest in improving her reading comprehension.

is extremely lazy and does not do her assignments or study. She does not come to tutoring on Tuesdays. In class she is off task and bothers others near her. She is very immature for her age. Spoke to Grandma and mom and it was stated that tells them she has no homework to do. I've spoken to her numerous times but she is not getting it.

came to me as a 7th. grader who was put back into 6th. as she failed at the charter school who promoted her. I've spoken to both 6th. and 7th. grade guidance counselors about her immature attitude, lack of math skills, and she does not turn in her work. Spoke to grandmother who she lives with and she stated that always has no homework to do. Spoke to mom who lives in and is supposedly going to take eventually with her.

Tips and Best Practices

Comments on Teacher strategy forms and Rtl records:

BASICALLY.....

If you would not feel ok reading your comment out loud at a school board meeting, or on TV, or see it quoted in the newspaper, then consider revising your words.

Outcome:

Comment:

Tips and Best Practices

Including parents and others at meetings:

- Parents should always feel welcome and valued at meetings
- Go to “initial meeting notes”
 - Click into edit team members
 - Click into “contact” to see if the contact (parent/guardian) name is listed. If so, check the appropriate name, press “add to team” and then “save”
 - If the appropriate name is not listed in “contact”, then click into the option to add “other”
 - Type in the parent (or other) name
 - Press “add to team”
 - Save

Tips and Best Practices

Writing Goals on Tier records:

- Goals should always be SMART (Specific, Measureable, Attainable, Realistic and Timely).
- Write where the student was and where you want the student to go.

— Goal: Must be tied to student achievement —

(Example #1: By _____, student will increase words read per minute from ___ to ___.)

(Example #2: By ____, student will utilize organizational skills targeted for completing class work resulting in at least one grade level increase.)

By 2/9/16, student will progress from level A, pre-primer (31/40) to (40/40), to Primer(20/52) Sight words.
Wilson Group. 4x's a week 30 minutes.

Let's look at a couple: Are these ok? Or, can they be more detailed? Remember to follow the SMART rule.

Goal:

- Cameron will increase reading comprehension.

Goal:

- By October 2015, Laura will solve 6 out of 10 (from 2 out of 10) problems correctly involving word problems on rate.

Which would you prefer?

Goal:

- When given a list of 15 CVC words, Gerald will increase his phonological awareness by blending beginning sounds with 70% accuracy.

Goal:

- When presented with 15 CVC words, Gerald will blend middle and ending sounds with 80% accuracy from a baseline of 67% by January 2015.

Goal:

- Given math problems involving sixth grade concepts, Joshua will correctly solve the math problems by February 2016.

Goal:

- Given math word problems involving sixth grade concepts and problem solving strategies, Joshua will solve word problems with 80% accuracy from a baseline of 39% accuracy, by February 2016.

Goal:

- Anastasia will improve behavior by being on time for classes.

Goal:

- By March 2016, Anastasia will increase on time for class behavior from 1 out of 6 classes to 4 out of six classes.

Tips and Best Practices

Writing Goals on Tier records:

BASICALLY.....

Be courteous in your detail to other schools who may receive this student as you would want them to be to you...

Tips and Best Practices

Creating Rtl forms matched to the correct CPS #:

H; Age: 8 Y, 4 M; Grade: 02 - Referral #: CPS-16-32094 (Academic)

- Every CPS referral is given a number (For example: #CPS-16-12345). This is like a case number. The referral is the “parent” form. (It’s needed before any other form can be created!)
 - Always check to make sure that when you create a form (ie: initial meeting note, tier 2 or 3 record or follow up form), the top of the form shows the same referral number that you want the form to be associated with. (IE: The child has the same last name as the parent)
 - NOTE: The number will match the same referral number of the last form you had opened. In other words, if you were looking at the referral number CPS-15-564321 to review information from last year, and then immediately go to create a new form, you will generate that new form under the 15 number.

Navigation and RtI documentation

- Teacher Tier 1 Supplemental Strategies – Prior to CPS Referrals (request for CPS Review)
- CPS Referral – required when supplements are not successful
- Initial Meeting Note – required to problem solve and determine next steps
- Tier 2 or 3 Academic or Behavioral Intervention Record – Needed when team determines the need for targeted or intensive intervention
- Follow Up Note – Required to follow up on whatever action the team deemed necessary for the situation (What was the students response to the intervention or action that was taken?)

2015-2016 Webinar Schedule

Note:

Webinars will be recorded. BASIS webinar links will be posted on BASIS help panel and RTI and RTI:B webinar links will be posted to respective email and CAB groups.

DATE	BASIS 1:00 PM - 2:00 PM	<u>MTSS/RTI</u> 10:00 AM - 11:00 AM	<u>RtI:B</u> 8:30 AM - 9:30 AM
September 3, 2015	X		
September 10, 2015		X	
September 24, 2015			X
October 1, 2015	X		
October 15, 2015		X	
October 29, 2015			X
November 5, 2015	X		
November 19, 2015		X	X
December 3, 2015	X		
December 10, 2015		X	



December 17, 2015			X
January 7, 2016	X		
January 14, 2016		X	
January 21, 2016			X
February 4, 2016	X		
February 11, 2016		X	
February 25, 2016			X
March 3, 2016	X		
March 17, 2016		X	
March 31, 2016			X
April 7, 2016	X		
April 14, 2016		X	
April 28, 2016			X
May 5, 2016	X		
May 12, 2016		X	
May 26, 2016			X



For Further Assistance Contact:

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