

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** January 29, 2002

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. J. Hairston, Superintendent

**SUBJECT:** **IST, Program Update**

**ORIGINATOR:** Christine M. Johns, Deputy Superintendent of Curriculum and Instruction

**RESOURCE**  
**PERSON(S):** Dr. Donald Mohler, Executive Director for Student Support Services  
Dr. Margaret Kidder, Coordinator for Psychological Services  
Ms. Diane McGowan, IST Facilitator

**RECOMMENDATION**

That the Board of Education receive as a status report on Baltimore County's IST program from members of the Department of Student Support Services.

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Appendix I – Presentation

Appendix II – IST Process

Appendix III – Schools Implementing the IST Process, 2001-2002

Appendix IV – History of IST, Implementation & Financial Support


Appendix V – Comparison of PS Team and IST Team

Appendix VI – Focus on Instruction

Appendix VII – Tips 4 Teachers

Appendix VIII – Comments From Parents, Comments From Teachers

Appendix IX – IST Case Example



### “Ricky”

- A student in grade 2
- Struggles with reading and writing tasks
- Difficulty using reading strategies to connect language to written words
- Becomes inattentive during classroom activities (e.g., plays with objects in desk)
- Displays impulsive behaviors ( e.g., interrupts during lessons)
- Receives reading resource and ESOL services

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## Instructional Support Teams

A process to assist classroom teachers  
in addressing the barriers that  
interfere with student learning and  
development.

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### IST Involves a Team which:

<p><u>Always Includes:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrator or Designee</li> <li><input type="checkbox"/> IST teacher</li> <li><input type="checkbox"/> Parent</li> <li><input type="checkbox"/> Classroom teacher</li> <li><input type="checkbox"/> School Psychologist</li> </ul>	<p><u>Can Include:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading specialist</li> <li><input type="checkbox"/> School Counselor</li> <li><input type="checkbox"/> Nurse</li> <li><input type="checkbox"/> School Social Worker</li> <li><input type="checkbox"/> PPW</li> <li><input type="checkbox"/> Speech Therapist</li> <li><input type="checkbox"/> Special Ed. Teacher</li> <li><input type="checkbox"/> Other specialists</li> <li><input type="checkbox"/> IAs</li> </ul>
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**IST**  
**Is a Systematic Process that includes . . .**

- Collecting and analyzing data
- Identifying needs
- Establishing goals
- Developing and implementing strategies linked to instructional data
- Monitoring and evaluating outcomes

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**Outcomes for Ricky**

- Interventions implemented:
  - Books on tape
  - Dolch words on tape & practice to be sent home
  - Involvement of ESOL Liaison
  - Dolch word practice during reading
  - Homework club
  - Daily behavior chart
- Making very good progress with sight word acquisition
- More engaged in writing tasks
- Applying spelling rules in writing tasks
- Able to demonstrate 2<sup>nd</sup> grade skills in the Open Court series




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**Outcomes**

<p><u>For Parents</u></p> <ul style="list-style-type: none"> <li>➤ Encouraging parents to function as partners in their children's education</li> <li>➤ Increasing parent understanding of the supports and services available</li> </ul>	<p><u>For Schools &amp; Staff</u></p> <ul style="list-style-type: none"> <li>➤ Encouraging the practical use of data and observation</li> <li>➤ Addressing student difficulties from the earliest point possible</li> <li>➤ Assisting in the development of strategies to promote understanding</li> </ul>
<p><u>For Students</u></p> <ul style="list-style-type: none"> <li>➤ Assessing students and identifying their needs</li> <li>➤ Coordinating services to meet the needs of all students</li> <li>➤ Developing and implementing strategies which assist students in functioning successfully within the regular classroom environment</li> </ul>	

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**Initial Priority Need**

Increasing numbers of students were being referred for special education eligibility, therefore . . .

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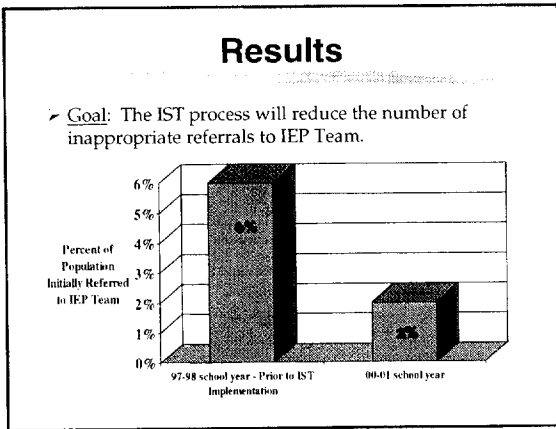
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**Initial Priority Need**

Students who required support but did not qualify for special education services were being left without access to instructional support, therefore . . .

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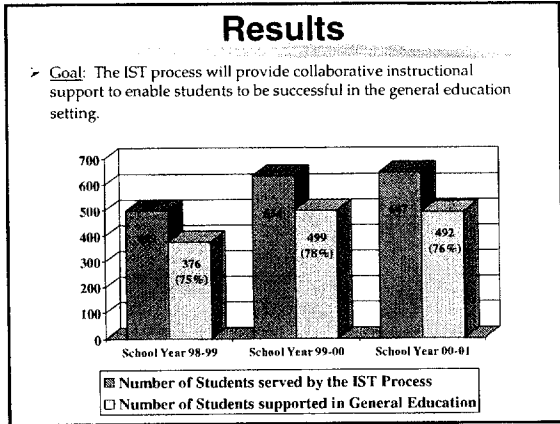
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- ### County Indicators
- All students will meet system-defined grade level expectations prior to promotion.
  - In all schools, the number of parents and community members engaged in improving student achievement as volunteers, tutors, mentors, and partners in education will increase at least 10% annually.
  - All parents will express satisfaction with the quality of their children's school.

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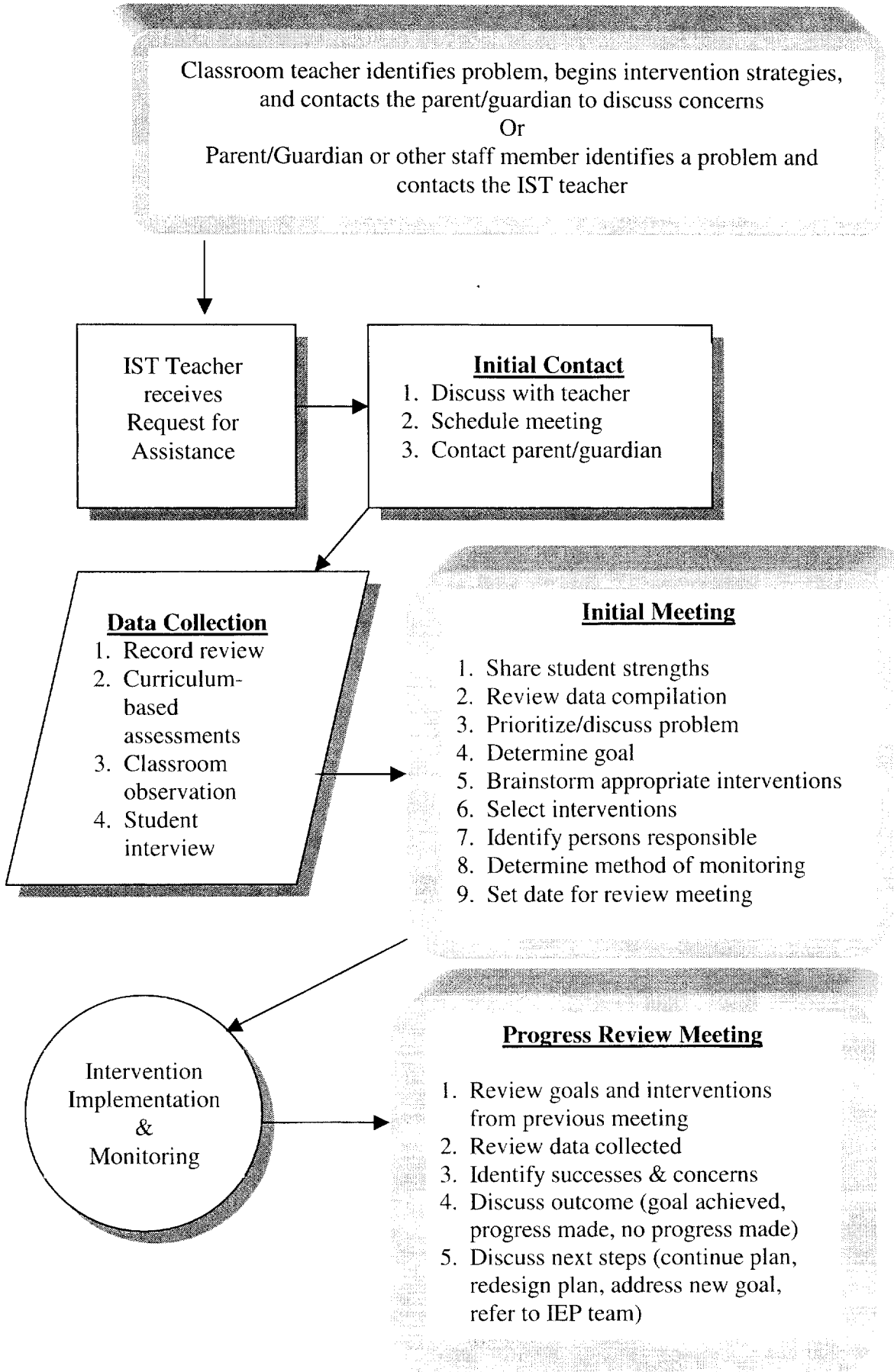
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# IST PROCESS



## **Schools Implementing the IST Process 2001-2002**

<b>School</b>	<b>Area</b>	<b>Began implementing IST in</b>
Chadwick Elementary	Southwest	1998-99 school year
Hebbville Elementary	Southwest	1999-00 school year
Johnnycake Elementary	Southwest	1997-98 school year
Riverview Elementary	Southwest	1998-99 school year
Lansdowne Middle	Southwest	1998-99 school year
Southwest Academy	Southwest	1998-99 school year
Church Lane Elementary	Northwest	1997-98 school year
Milbrook Elementary	Northwest	1998-99 school year
Scotts Branch Elementary	Northwest	1998-99 school year
Padonia Elementary	Central	1998-99 school year
Pleasant Plains Elementary	Central	1998-99 school year
Rodgers Forge Elementary	Central	1999-00 school year
Middlesex Elementary	Northeast	1998-99 school year
Shady Spring Elementary	Northeast	2001-02 school year
Deep Creek Elementary	Southeast	1998-99 school year
Sandalwood Elementary	Southeast	1997-98 school year
Sandy Plains Elementary	Southeast	1997-98 school year

## **History of IST Implementation & Financial Support**

### 1996 – 1997 school year – First year of implementation

- In June 1996, Baltimore County Public Schools entered into a partnership agreement with the Office for Civil Rights regarding the disproportionate representation of minority students in special education. Consistent implementation “of general education early intervention guidelines” was included as a strategy in the agreement.
- As a result, Dr. Marchione, Superintendent, and Margie Rofel, Director of Special Education, began to have discussions about other, more collaborative models of pre-referral intervention beyond TSST. Their discussions led to visitations to observe other pre-referral teams with other stakeholders, including parents, teachers, principals and a member of the school board.
- The decision was made, as an outcome of those discussions and visitations, to implement the Instructional Support Team model, implemented in Pennsylvania.

### 1997 – 1998 school year – First year of implementation

- IST implemented at Church Lane Elementary, Johnnycake Elementary, Sandalwood Elementary, and Sandy Plains Elementary
- Schools assigned already existing school personnel the roles and responsibilities of an IST teacher
- \$ No funding was given to schools for the IST teacher position
- \$ \$50,000 was awarded for resource materials, training, and IST facilitator EYE days by State Special Education Discretionary Grant

### 1998- 1999 school year– Second Year of Implementation

- The number of schools implementing IST increased to 16 – 14 elementary and 2 middle
- IST teachers were hired by Principals
- \$ The .5 IST teacher at each school was funded through the Operating Budget
- \$ Funding for .4 psychologist at each school was provided by the SAFE Grant and Third Party Billing
- \$ Another \$50,000 was awarded for resource materials, training, and IST facilitator EYE days by State Special Education Discretionary Grant

### 1999 – 2000 school year – Third Year of Implementation

- The number of schools implementing IST increased to 17 – 15 elementary and 2 middle
- Interested teachers were interviewed and a list of qualified applicants was compiled and given to Principals to select an IST teacher, if a vacancy existed
- \$ The .5 IST teacher at 16 of the schools was funded through the Operating Budget
- \$ The .5 IST teacher at 1 of the schools was funded through the SAFE Grant
- \$ Funding for .4 psychologist at each school was provided by the SAFE Grant and Third Party Billing
- \$ Funding for a Psychologist Facilitator position was provided by the SAFE Grant

### 2000 – 2001 school year – Fourth Year of Implementation & 2001 – 2002 school year – Fifth Year of Implementation

- The number of schools implementing IST remained at 17 – 15 elementary and 2 middle
- Interested teachers were interviewed and a list of qualified applicants was compiled and given to Principals to select an IST teacher, if a vacancy existed
- \$ The .5 IST teacher at 16 of the schools was funded through the Operating Budget
- \$ The .5 IST teacher at 1 of the schools was funded through the SAFE Grant
- \$ Funding for .4 psychologist at each school was provided by the SAFE Grant and Third Party Billing
- \$ Funding for a Psychologist Facilitator position was provided by the SAFE Grant

## Comparison of PS Team and IST Team

PS Team	IST Team				
<ul style="list-style-type: none"> <li>• Pupil Services Program assists student development through preventive and remedial interventions</li> </ul>	<ul style="list-style-type: none"> <li>• The Instructional Support Team process seeks to identify students who are at risk of school failure and provides them with the type of academic, communication, social/emotional, and behavioral support needed to succeed in school</li> </ul>				
<ul style="list-style-type: none"> <li>• Pupil Services program must be systematic and based on a team approach.</li> </ul>	<ul style="list-style-type: none"> <li>• IST Teams are systematic and operate as a collaborative school-based team.</li> </ul>				
<ul style="list-style-type: none"> <li>• The team conference is a planned, organized means of combining the knowledge and special abilities of various school personnel and other consultants to deal effectively with complex problems of individual students and local school issues. (PS 107 p.1)</li> </ul>	<ul style="list-style-type: none"> <li>• IST brings together a team, including school staff and parents, where shared expertise is utilized to explore and address needed interventions for students not experiences success.</li> </ul>				
<p>Appendix V • Team conferences are used to:</p> <ol style="list-style-type: none"> <li>1. Describe the student's problem in behavioral terms and indicate interventions employed to address the concern</li> <li>2. Discuss the case</li> <li>3. Decide on an action to take</li> <li>4. Identify team members' responsibilities</li> <li>5. Record team recommendations</li> <li>6. Inform all participants regarding recommendations made</li> <li>7. Review previous students, indicate prior recommendations, and ascertain progress,</li> <li>8. Evaluate on an ongoing basis the effectiveness of the team process (PS 107 p. 3)</li> </ol>	<ul style="list-style-type: none"> <li>• IST Team Meetings are used to:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Initial Meetings:</th> <th style="text-align: left;">Review Meetings:</th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> <li>1. Read info. summarizing student strengths, problems, strategies attempted, &amp; informal assessment data</li> <li>2. Prioritize goals</li> <li>3. Brainstorm Interventions</li> <li>4. Select intervention strategies</li> <li>5. Identify persons responsible</li> <li>6. Determine method of monitoring</li> <li>7. Set a date for review meeting</li> </ol> </td> <td> <ol style="list-style-type: none"> <li>1. Review prior goals and interventions</li> <li>2. Review data collected during intervention phase</li> <li>3. Identify successes and concerns of goals &amp; interventions</li> <li>4. Discuss outcome</li> <li>5. Make a team decision on next steps to be taken</li> </ol> </td> </tr> </tbody> </table>	Initial Meetings:	Review Meetings:	<ol style="list-style-type: none"> <li>1. Read info. summarizing student strengths, problems, strategies attempted, &amp; informal assessment data</li> <li>2. Prioritize goals</li> <li>3. Brainstorm Interventions</li> <li>4. Select intervention strategies</li> <li>5. Identify persons responsible</li> <li>6. Determine method of monitoring</li> <li>7. Set a date for review meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. Review prior goals and interventions</li> <li>2. Review data collected during intervention phase</li> <li>3. Identify successes and concerns of goals &amp; interventions</li> <li>4. Discuss outcome</li> <li>5. Make a team decision on next steps to be taken</li> </ol>
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<ul style="list-style-type: none"> <li>• Required Team Participants include: Administrator (who is team leader), counselor, nurse, psychologist, pupil personnel worker, social worker (where appropriate), appropriate classroom teachers (PS 107 p. 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Required Team Members: IST teacher (who is team leader), administrator, psychologist, classroom teacher, parent</li> </ul>				
<ul style="list-style-type: none"> <li>• Optional Team Members: reading teacher, special education teacher, speech therapist, educational diagnostician, itinerant teachers, Title I liaison, Supervisors, parents (PS 107 p. 12)</li> </ul>	<ul style="list-style-type: none"> <li>• Optional Team Members: counselor, nurse, special education teacher, speech therapist, reading specialist, IAs, other specialists</li> </ul>				

## Comparison of PS Team and IST Team

PS Team	IST Team
<ul style="list-style-type: none"> <li>• Required data for Individual Case Referrals:               <ol style="list-style-type: none"> <li>1. Referrals accompanied by a specific statement of the problem and required testing and pupil data</li> <li>2. Supportive data (e.g., written work, test scores, anecdotal records, results of TSST, attempts to solve problems, etc.) should be presented by the teacher (PS 107 p. 13)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Required Data for Individual Referrals:               <ol style="list-style-type: none"> <li>1. Completion of the Request for Assistance (Teachers indicate areas of concern, attendance, parent contacts, student strengths, specific reasons for request, current levels of performance, special services, &amp; prior strategies attempted)</li> <li>2. IST teacher interviews the teacher and the parent, conducts classroom observations and informal curriculum-based assessments as needed</li> </ol> </li> </ul>
<ul style="list-style-type: none"> <li>• Teams work together to assist the school in solving a variety of school climate and group educational problems that are preventative and/or remedial in nature. (PS 107 p. 11)</li> </ul>	

## **Focus on Instruction**

- Curriculum-based assessment (CBA) uses test stimuli from the student's curriculum and repeats testing across times, and uses the information to make instructional decisions (Tucker, 1985). Among the benefits of CBA are its ability to:
  - Identify a student's instructional level in curriculum materials
  - Identify mismatches between course materials and student's skills
  - Guide instructional strategies to enable a student work at his instructional level with a high probability of success
  - Allow for frequent measurement of student progress
  - Compare student performance to self
  
- Classroom behaviors can be better observed, managed, and evaluated if they are operationalized and monitored. By using observation systems such as event recording, interval recording or time sampling, IST teachers can determine what behaviors need to be changed, and can evaluate whether progress is occurring after interventions.
  
- Complete problem identification is the best predictor of plan implementation and problem resolution. As a result, it is critical that each request for assistance be given consideration for the multitude of variables that may be affecting the problem.
  - **Curricular variables** – level of instruction, prerequisite skills, age and developmental appropriateness, students' learning styles
  - **Instructional variables** – grouping, pacing of instruction, modality of instruction, teacher expectations, independent/guided practice
  - **Student variables** – age, self motivation, organizational skills, cultural diversity, academic learning time
  - **Environmental variables (at school)** – distractions, seating arrangement, noise level, medication, communication patterns
  - **Environmental variables (at home)** – level of parental concern, divorce, belief systems, communication patterns, culture, religion
  
- Intervention strategies vary depending on specific needs of the student, but may include modifications in:
  - **Curriculum** – involves altering the curriculum or adapting the curriculum currently used, such as using materials at a lower reading level.
  - **Instructional Procedures** – includes providing additional instruction or using different presentation formats, varying the types of practice activities, modifying task demands or testing procedures, or regrouping students within instructional activities.
  - **Classroom Management** – involves intensifying behavioral monitoring for increasing attention to task, providing individual student behavior contracts or self-monitoring charts, or increasing reinforcement.
  - **Classroom Environment** – includes rearranging classroom desks, making the classroom more accessible, or changing seating positions.

## **Focus on Instruction**

- For the IST process to work smoothly, meaning that members of the team function as a team and that appropriate interventions are chosen and applied effectively, a repertoire of skills need to be present. As a result, topics for training have included:
  - **Collaboration/ Instructional Support Team Process**
  - **Team Building**
  - **Curriculum-Based Assessment & Observing Behavior**
  - **Instructional Adaptations**
  - **At-risk issues**
  - **Working with parents**
  - **Working with Students who are Culturally and Linguistically Diverse**
  - **The University of Kansas Strategic Instructional Model**
  - **Functional Behavior Assessment**
  - **Collaborating with the ESOL Resource Personnel**
  - **Maryland Learning Outcomes in Reading**
  - **Houghton Mifflin/Open Court Reading Series**

*Instructional Support Team***Tips  
4 Teachers****Reading Fluency**

Learning to read is a complex and difficult process. Students who are learning to read must be able to recognize individual letters, be aware of sounds and words, understand vocabulary and sentence structure, and monitor comprehension. Most students can become competent, lifelong readers when provided with reading instruction that integrates many elements. However, there continues to be a group of children for whom learning to read is a struggle. Burns, Griffin, and Snow (1999) identified three areas that are most likely to cause students to experience difficulty in reading:

1. Failure to understand or use the alphabetic system to identify printed words.
2. Failure to acquire and use background knowledge, comprehension skills and strategies to obtain meaning from print.
3. Failure to read fluently.

Fluency, defined as the ability to project the natural pitch, stress, and juncture of spoken word on written text, automatically and at a natural rate (Richards, 2000), is highly correlated with reading comprehension (Hasbrouck, Inhot, & Rodgers, 1999). Fluent readers are able to read orally with speed, accuracy and proper expression. Students with poor reading fluency tend to read in a laborious and inefficient manner, slowly producing one word at a time. When students struggle with fluency, it becomes difficult to remember what has been read and can negatively affect their motivation to read. Consequently, students may avoid reading altogether because reading is believed to effortful and frustrating (Meyer & Felton, 1999).



## Tips 4 Teachers

### **Handwriting**

Excerpt from: Handwriting Program, Baltimore County Public Schools (Spring, 1998)

“The goal of handwriting instruction is to provide children with a fluent, easy-to-read style of writing. It is essential that elementary children learn, not only correct letter formation, but also the importance of handwriting for communicating written thoughts, facts, and information. Teaching and valuing handwriting sends the message to children, parents, and the public, that legibility, attention to detail, neatness, correctness, and excellence are important.

Success on the Maryland School Performance Assessment Program, the Maryland Functional Tests, and other types of assessment programs, as well as overall success in school, requires, in part, that children write clearly and legibly. Successful handwriting, both manuscript and cursive, requires time, practice, repetition, and pride.”

### **Frequently Asked questions about Handwriting**

By: Mrs. Antoinette McKinney, Occupational therapist

1. Can grasp on a pencil improve?

Usually a child’s pencil grasp can not be changed after the age of 6 unless the student is very motivated to practice daily.

2. Does pencil grasp affect neatness?

Unless there is too much or too little pressure, most children can write despite unusual grips. Sometimes the angle of the pencil or the position of the fingers interferes with the child’s ability to monitor letter formation as they write.

3. What can I do about sloppy writing?

Look at the writing and prioritize the problem areas. For example, size of letters, spacing between words or letters, letter formation and placement on lines. Try to work on one problem at a time. Provide incentives for nice writing. Encourage writing for fun — fill out contest forms, send for free stuff for kids. Show the importance of writing well with practice taking phone messages, filling out blank forms, or addressing envelopes.

## **Comments From Parents**

What was the most meaningful part of the conference for you?

- Insights from classroom teacher and various disciplines.
- That everyone was on one page and very concerned about my child.
- Knowing what my child's strengths and weaknesses were and what could be done to help them.
- The conference meant a great deal to me since it shows that the school cares about the well being of my child.
- Receiving strategies I can do at home.
- That both sides, parents and teachers, continue to work together and monitor the situation closely.
- This is a stress free meeting. This is a welcomed time of exchange.
- I liked the confidentiality and that I felt no pressure to agree with everything said at the meeting.
- I found the entire process helpful. I did appreciate the opportunity to find out what strategies have been successfully used by teachers and others. I was very impressed with the support my child is receiving.
- I was impressed with the amount of information gathered prior to the meeting. While it was not a complete picture of him, it had a distinct flavor, which did represent many of his aspects accurately.

## **Comments From Teachers**

What was the most meaningful part of the conference for you?

- Provided teacher support and affirmation of my concerns. Involves parents in non-threatening way and includes parents as part of the solution.
- The free flow of information about the students. It was nice to have everyone work as a team.
- Being able to sit down with other professionals to discuss problems and to get ideas from them.
- Identifying extenuating circumstances in students' life that have affected performance in the classroom.
- Informal support given to me by conversations outside of the conference room with the IST teacher.
- Establishing goals and brainstorming additional strategies to help my students be successful in the classroom.
- The fact that the team was empathetic, supportive, and open rather than judgmental.
- Working together with parents to come up with an action plan. Both parents and school are working towards the same goal.
- I think it was the setting and careful monitoring of small, attainable goals.
- Data collection by the IST teacher.

## **IST CASE EXAMPLE**

*(The student's name and other identifying information have been changed to ensure confidentiality.)*

**Student:** Ricky Martin      **Grade:** 2

### Request for Assistance September 2001

**Reasons for request:** The classroom teacher reports that Ricky displays impulsive behaviors such as interrupting during instruction, playing in the bathroom, and knocking peers over. He frequently becomes inattentive during classroom activities. Academically, Ricky struggles with reading and writing tasks. He is performing well below grade expectancy in Language Arts. He does not produce the same quality of knowledge or skills from one setting to the next. He is less productive during small group instruction including ESOL and reading resource. The ESOL teacher reports that Ricky does not use reading strategies to connect language to the written words. He has difficulty recognizing and using picture cues.

**Previous Interventions:** A parent conference was held in March 2001 to discuss Ricky's behaviors and school performance. The county ESOL Liaison worked with Ricky's family to meet home and school related needs. Interventions were designed to address letter recognition and letter-sound association skills. The classroom teacher used a behavior chart.

**Special Services:** Ricky has been receiving reading and ESOL services 4 days per week within small groups for the past two years.

### Initial Contact

**With the teacher** – The IST teacher met with the classroom teacher to discuss the request further, prioritize the goal, and verify times that were available for an observation and to conduct instructional assessments.

**With the parents** – While the mother speaks some English, Spanish is her native language. As a result, initial contact regarding the process and a parent interview were conducted by the county ESOL liaison.

### Data Collection

**Record Review** – The student previously attended another Baltimore County school. Results from the Gates-MacGinitie Reading test given in September 2001 revealed 3<sup>rd</sup> stanine in vocabulary, 1<sup>st</sup> stanine in comprehension, and 1<sup>st</sup> stanine for the total test.

**Instructional assessment –Reading:** Given an informal reading inventory, Ricky accurately read 6 out of 20 words at the Preprimer level in isolation (frustration level). He was unable to read any words within a Preprimer passage. The passage was read to Ricky. He correctly answered 2.5 out of 5 comprehension questions.

**Writing:** Ricky was directed to write the alphabet in capital letters. He correctly wrote all 26 letters. He was then directed to write the alphabet in lowercase letters. He talked himself through this task (ex. q is like p but down here and curves). He reversed h and skipped y. On a curriculum-based assessment of writing, Ricky was given a story starter, 1 minute to plan, and 3 minutes to write. Ricky wrote 5 words on the topic (The average numbers of words written for grade 1 is 14.7 words and grade 2 is 27.8 words). Ricky spelled each word correctly, however, made letter reversals and malformations. His sentence was complete but lacked punctuation and capitalization. Ricky made frequent erasures while writing. Ricky was asked to dictate the rest of the story. Ricky dictated 6 distinct sentences of 3 to 11 words. He verbalized complex sentences with varied vocabulary and format. His story had a beginning, middle, and ending.

## **IST CASE EXAMPLE**

**Classroom observation** – Ricky was observed within the classroom, ESOL, and reading resource settings. Ricky’s behaviors were recorded at the end of 10-second intervals. The behaviors of randomly selected male peers were recorded at the end of each interval for comparison. Ricky was on task at the end of 29 out of 82 intervals. His peers were collectively on task at the end of 63 out of 82 intervals. There was little difference in the amount of off task behavior between large and small group settings. He was off task for consecutive blocks of time ranging from 12 to 18 intervals. These longer periods of off task behavior occurred during independent or teacher guided reading and writing tasks.

Ricky was directed to copy a set of four sentences and underline the “doing” part of the sentence. He copied the sentences at a pace slower than his classmates. He was completing the first sentence while the rest of his group had copied three sentences. Ricky took 7 minutes to copy the first two sentences. He copied all four sentences after 20 minutes with assistance from a peer. Ricky was prompted to read the directions. He was unable to read the directions to the observer. The directions were read to him. Ricky had difficulty identifying the naming and doing parts. He was unable to read the sentences in their entirety.

### Initial Meeting held in the beginning of October

**Team members present:** IST teacher, principal, psychologist, mother, classroom teacher, reading specialist, ESOL teacher, ESOL Liaison, guidance counselor

**Goal:** Given opportunities for additional practice, Ricky will accurately read and write 70% of Preprimer Dolch words.

**Discussion:** Previous behavior rating scales had been completed. The physician suggested updated checklists be completed because the initial checklist could not be confirmed or ruled out due to adjustment/acclimation issues. According to the mother, Ricky has difficulty remaining on task and being attentive at home. According to the ESOL teacher, Ricky’s verbal skills (English) are strong. Mom shared that Ricky responded well to his behavior chart for staying on task last year.

**Selected interventions:** (1) Lending library of books on tape, (2) Dolch words on tape and extra practice to be sent home, (3) Daily behavior chart, (4) Completion of behavior rating scales, (6) Dolch word practice during Reading group and Homework club.

**Progress meeting date:** scheduled for the end of January

### Intervention Implementation and Monitoring

**Implementation** – Interventions soon after the initial meeting and were implemented for approximately 30 school days.

**Monitoring** – A monitoring check was sent to each person responsible for an intervention. Monitoring checks revealed that interventions were being implemented with a high degree of consistency. Ricky was asked to read the Preprimer words orally. He was able to read the Preprimer words with 90% accuracy.

### Progress Meeting held at the beginning of February

**Team members present:** IST teacher, principal, psychologist, mother, classroom teacher, reading specialist, ESOL teacher, ESOL Liaison, guidance counselor

**Goal:** Given opportunities for additional practice, Ricky will accurately read and write 70% of Preprimer Dolch words.

**Discussion:** According to the classroom teacher, Ricky has been making very good progress with sight word acquisition. He appears more engaged in learning activities. He is applying spelling rules in writing tasks. He is able to demonstrate 2<sup>nd</sup> grade skills in the Open Court series. He is very focused on memorizing his sight words. Mom reported that she is happy with Ricky’s improvements in reading and behavior.

**Outcome:** Goal achieved - Based on the results of the reading assessment and input from the classroom teacher

**Next steps:** Continue plan with new goal: Given current Instructional Support Strategies, Ricky will accurately read and write 80% of Primer Dolch words.