

CHATTOOGA COUNTY SCHOOLS



**EXPECT
SUCCESS**

STUDENT SUPPORT TEAM/TIER 3



INTERVENTION MANUAL

**Special Education Department
Chattooga County Board of Education
206 Penn Street
Summerville, GA 30747**

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Acknowledgements

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Using this Manual

Selecting an intervention:

First: Turn to the section for the area of deficit. Reading Fluency, Math Calculation, etc.

Second: At the top of each intervention, is the identified appropriate tier.

For example:

Skill Deficit: Reading Fluency

Intervention: Drill Sandwich

Appropriate for Tier: Can be used in Tier 2 and Tier 3 as indicated at the top of the Intervention.

Progress Monitoring Tool: Please use the appropriate tool (e.g., DIBELS, Aimsweb) to monitor student progress as a Tier 2 or 3 intervention based on the target skill: reading fluency "DORF" in DIBELS; math facts "MCOMP" in Aimsweb, etc.

Progress Monitoring

When selecting an intervention, one must also identify the progress monitoring tool and the frequency in which you will monitor the student's progress. Each intervention in this manual includes a corresponding progress monitoring strategy. The frequency of progress monitoring will be determined by the type of intervention that is selected. Behavioral interventions are to be monitored daily at all tiers. For Tier 2 academic interventions, progress monitoring is to occur every 2-3 weeks (best practice is every 2 weeks). For Tier 3 academic interventions, progress monitoring is to occur once a week (best practice is 2-3 times a week). It is important to note that solely progress monitoring (collecting data) is not an intervention. An intervention involves modifying curriculum and/or instruction to meet the specific academic or behavioral needs of a student.

Curriculum Based Measurement (CBM)

What is CBM?

CBM is a type of formative assessment that monitors a student's educational progress through direct assessment of basic academic skills in basic reading, reading comprehension, reading fluency, mathematics, spelling, written expression, and phonemic awareness skills. Formative assessment is often done at the beginning and during a curriculum unit or intervention, thus providing the opportunity for immediate feedback on student learning. Formal assessment is not to be evaluative or involve grading students. Formative assessment results lead to curricular and instructional modifications when current strategies do not result in adequate student learning.

CBM is....

- A method of assessment in which a student is given a probe (similar to a very short quiz) once a week (or more often) to see if the skill is improving or not
- A series of 1-4 minute long probes
- A set of probes that are pre-made or super simple
- A series of probes with standard directions
- A series of probes with weird scoring rules
- A good indicator of basic skills

When would I do CBM?

- The simple answer is whenever you want to measure a student's progress in a skill
- CBM will be required to monitor academic SST interventions
- Exceptional students will also be given CBM probes to assist with re-evaluations
- You can use CBM for any student at any level. It is appropriate for all tiers of the pyramid.

Why do CBM?

- It is very easy
- It is very quick
- You can see small changes in a student's skills
- You can see if an intervention is working
- You can compare the student to the class, or the school, or broader norms
- You can do CBM with the whole class, a few students, or individually
- It is probably the easiest way to reliably monitor student progress and determine whether an intervention is working or not.
- The law says we have to.

Why does the law say we have to?

- Actually, CBM itself has not been mandated but the law says that before referring a student to the Division of Exceptional Students (DES), the school must have documented that we have systematically measured the interventions that we used during the pre-referral process.

So, why do we have to document?

- Some mistakes that have been made in previous Student Support Team (SST) plans:
 - Students were being placed in special education when -
 - we didn't really do anything to try to help them
 - we tried to help but didn't measure what we were doing
 - we tried things but we tried the wrong things
 - we tried the right things and measured it, but never wrote it down so there is no evidence that it happened
- CBM is only part of the answer to those problems. CBM ensures that we are measuring the intervention in a systematic way.

CBM is not:

- Summative assessment
 - Summative assessment is comprehensive in nature and is used to check the level of learning at the end of a curriculum unit or school year (e.g., CRCT, ITBS, GKAP, HSGT, etc.)
- Any part of the student's grades
- Un-standardized or un-timed quizzes, tests, worksheets or other activities
- An opportunity to teach. Treat it like the ITBS or CRCT, just look at how they are doing and use your interventions and/or lessons to teach the skill
- A replacement for class assignments, tests, activities.
- A comprehensive assessment of a student's skills