

## SRBI, the Service Team Process and Progressive Discipline

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In 2005, the Individuals with Disabilities Education Improvement Act (IDEIA) was reauthorized. One provision included in the reauthorization was the ability for districts to utilize a Response to Intervention (RTI) model as one element of identifying students with learning disabilities. RTI is the practice of providing scientific, research-based instruction (SRBI) and intervention matched to students' needs, with important educational decisions based on students' levels of performance and learning rates over time. RTI can be conceptualized as a triangle with three portions, the bottom portion representing school-wide or Tier 1 instruction, the middle portion representing secondary or Tier 2 instruction, and the top portion reflecting the most specialized instruction in a school setting or Tier 3. RTI models generally assume at least 80% of students would be adequately supported in Tier 1 or school-wide instruction; approximately 15% of students would require additional small-group instruction at Tier 2; and, at Tier 3, approximately 5% of students would require specialized supports for intensive needs. This model represents both academic learning and social/emotional status. The Connecticut Framework for RTI was published in 2008, referring to this same instructional framework as SRBI, rather than RTI.

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Definitions in SRBI:

1. *Universal screening* refers to the use of a common assessment administered at least three times a year to an entire student population (grade or school). These screenings give data to teachers on student progress and help identify students who may be at risk for poor achievement.
2. *Tier 1* refers to high-quality general education instruction provided to all students in the general education classroom. Features of Tier 1 include a core curriculum aligned to standards, research-based instruction, differentiated instruction, and systematic screening. Tier 1 refers to both academic and social/emotional curricula and instruction.
3. *Tier 2* refers to supplemental instruction in critical skills or concepts students have not been able to acquire in Tier 1. This supplemental instruction is provided to small groups and is in addition to Tier 1 instruction. Tier 2 instruction may be provided for academic or social/emotional learning.
4. *Tier 3* refers to intensive or specially designed instruction that is provided to very small groups of students who demonstrate significant needs in academic or

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social/emotional areas. These students generally have not responded to primary and secondary interventions.

5. *Progress monitoring* refers to a system of assessment procedures used to monitor students' progress over time. Data from progress monitoring must quantify students' rates of improvement and be useful in instructional planning.

### **When to Use the SRBI Process?**

Students may access services under the SRBI process through two avenues. First, the results of academically-based, universal screenings, conducted three times per year, can result in students being scheduled to receive academic interventions. Data collection and teacher observation based on the core social/emotional curriculum can result in students being scheduled to receive social/emotional or behavioral interventions or supports. Decisions about moving students into more or less intense interventions or back into the core curriculum without interventions can occur through the SRBI process. Progress monitoring data will be one critical element in decision making for students who entered the SRBI process based on universal screenings or data collection regarding behavioral and social/emotional performance. Teams will review subsequent universal screening and progress monitoring data for all students.

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Students may also access services under SRBI through the Service Team process. Teachers or other adults in the educational setting, such as the nurse, administrator, or food service staff, may notice a concern. Some concerns that may result in a referral to Service Team include:

- ❖ minimal or no progress with Tier 2 supports and/or additional factors seem to be impacting student performance;
- ❖ chronic absences or late to school;
- ❖ a decline in academic performance whether over a short or long timeframe;
- ❖ behavior that interferes with school performance;
- ❖ an increase in disciplinary problems;
- ❖ is "at risk" for dropping out of school;
- ❖ suspicion of using alcohol or illegal drugs or abusing prescription medications;
- ❖ presence of multiple course failures or is considered for retention;
- ❖ social isolation or withdrawal or a marked change in peer or adult relations and social interactions;
- ❖ hygiene or suspected health issues that impact daily function; and/or
- ❖ speech, fine motor, or gross motor deficits that impact access to the curriculum;
- ❖ multiple visits to the nurse's office.

Service Team problem solving may result in students being scheduled to receive Tier II or Tier III academic interventions or Tier II or Tier III social, emotional or

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behavioral interventions. The use of data gathered through specific processes will be needed prior to an intervention being identified.

### **Universal Screening:**

- Universal screenings are administered three times a year at every grade level.
- The district has universal screenings in place for reading and math through use of the STAR Early Literacy Assessment and STAR Reading and Math grades kindergarten through 12.
- Following administration of the STAR, student performance reports should be provided for each grade and class.
- The school based data team, Instructional Leadership Team, or SRBI team should review the reports to make intervention recommendations.

!! When reviewing the effectiveness of Tier I instruction, consider that under RTI 80% of students should be at or above the targeted level of performance!!

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## Instructional Planning with Universal Screening data

The goal of universal screening is to help identify students who are at risk and may require additional academic intervention. Data teams should begin reviewing universal screening data by thinking about results in a broad manner:

- o Students identified as "urgent intervention" should be considered for Tier III services
- o Students identified as "intervention" should be considered for Tier II services
- o Students identified as "on watch" should have further assessment data considered in combination with the STAR data. Tier I or Tier II services may be identified.
- o Students identified as "at/above benchmark" should continue to receive Tier I instruction.

For students "on watch", teams should review second level assessment data to consider the reliability of universal screening results. The second level assessment data may vary by school and area of concern.

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## **Progressive Discipline**

The East Windsor Public Schools utilizes a progressive discipline approach. Progressive discipline is described as an approach that includes a continuum of interventions, including supports and consequences to address student behavior. Included in this approach are strategies that are geared to promote positive behavior. The focus of interventions for inappropriate behavior moves from solely punitive to being one that supports students and teaches appropriate behavior. However, the philosophy does include student accountability for inappropriate behavior combined with strategies for behavioral change.

Interventions utilized are developmentally appropriate and in coordination with the trauma sensitive classroom practices, Safe School Climate work and Social Emotional Learning Competency lessons provided to all students from preschool through grade 12. Teaching strategies and practices used within a progressive discipline model take into account the needs of individual students, including cultural and special learning needs. They are also in line with Board of Education policy regarding discipline of students.

The East Windsor Public Schools considers interventions and strategies for progressive discipline in the same tiered model utilized to describe academic interventions.

1. Tier 1 includes the core teaching and practices of establishing clear disciplinary guidelines and providing instruction on the Social Emotional Learning Competencies for all students. The district establishes a safe school climate that provides opportunities for success and reinforcement of positive behaviors. A safe school climate is geared to help students feel connected to school and

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adults in the environment as well as feeling safe from negative behaviors from others. These strategies should provide appropriate levels of support and instruction for 80% of students.

2. Tier 2 provides additional levels of intervention and teaching for students unable to demonstrate appropriate behavior, despite a solid core curriculum. Interventions highlight the specific areas of need for each student or group of students. These interventions may include group lessons for reinforcing SELs, student specific incentive plans or referrals to Service Team.
3. Tier 3 provides individualized, specialized supports for small groups or individual students who require higher levels of support and teaching to demonstrate good decision making and appropriate behavior. These interventions are generally utilized with students who have not responded to primary or secondary supports.
4. Progress monitoring refers to a system of assessment procedures used to monitor students' progress over time. Data from progress monitoring must quantify students' rates of improvement and be useful in instructional planning.



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## **Broad Brook Elementary and the SRBI Process**

At Broad Brook Elementary School, the Benchmark Assessment System (BAS) may be used as one option for a second level assessment in reading. Second level assessment in math will be determined through consultation with the numeracy coach and classroom teacher. Assessment data for social/emotional/behavior will occur through review of discipline referrals, data from incentive plans, or Service Team data. Review of primary and secondary data will occur within one week from completion of each universal screening cycle. At Broad Brook, each grade level team will meet with both instructional coaches to review the STAR and any other second level performance data. Teachers will meet with the social worker or Behavior Intervention Specialist to review social/emotional/behavior data. Each teacher is responsible for reviewing performance data prior to the meeting.

Prior to determining the best intervention, objective assessment information must be reviewed. Although the team may have an idea about which tier of services the student may require, additional information is needed to pinpoint the skills that require intervention.

Once the STAR assessment reports are available, data teams should review the STAR reports in conjunction with second level assessment data for students scoring at "urgent intervention", "intervention", and "on watch". This review will aid coaches and teachers in ensuring interventions target specific skills where deficits exist.

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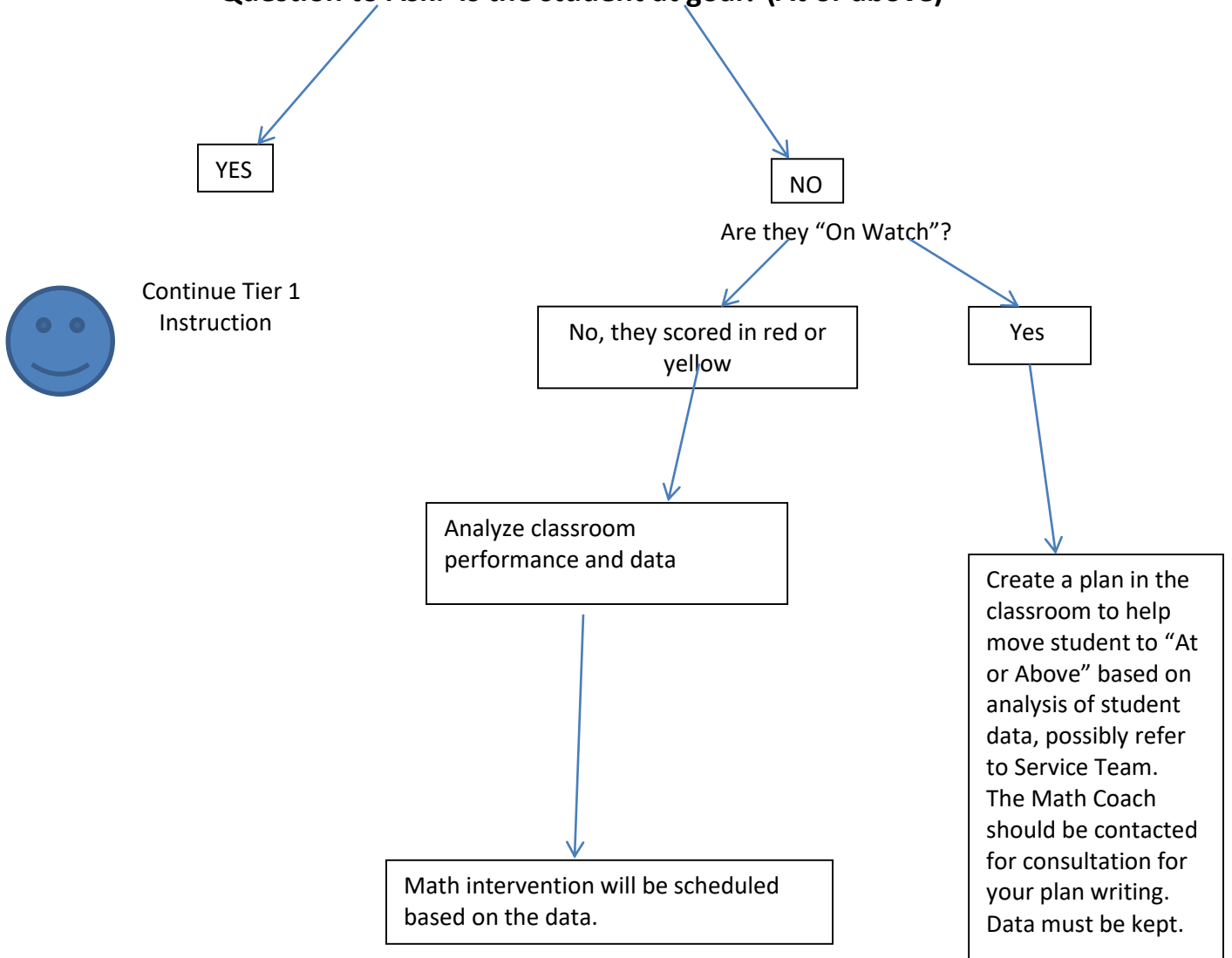
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Student specific goals must be determined based on assessment information. The goals and intervention strategies should be documented on a "Goal Setting and Progress Monitoring Form" for each child and each skill. One student may have more than one "Goal Setting and Progress Monitoring Form".

### Math Center Intervention Flow Chart

STAR Universal Screen and/or Progress Monitoring

**Question to Ask: Is the student at goal? (At or above)**

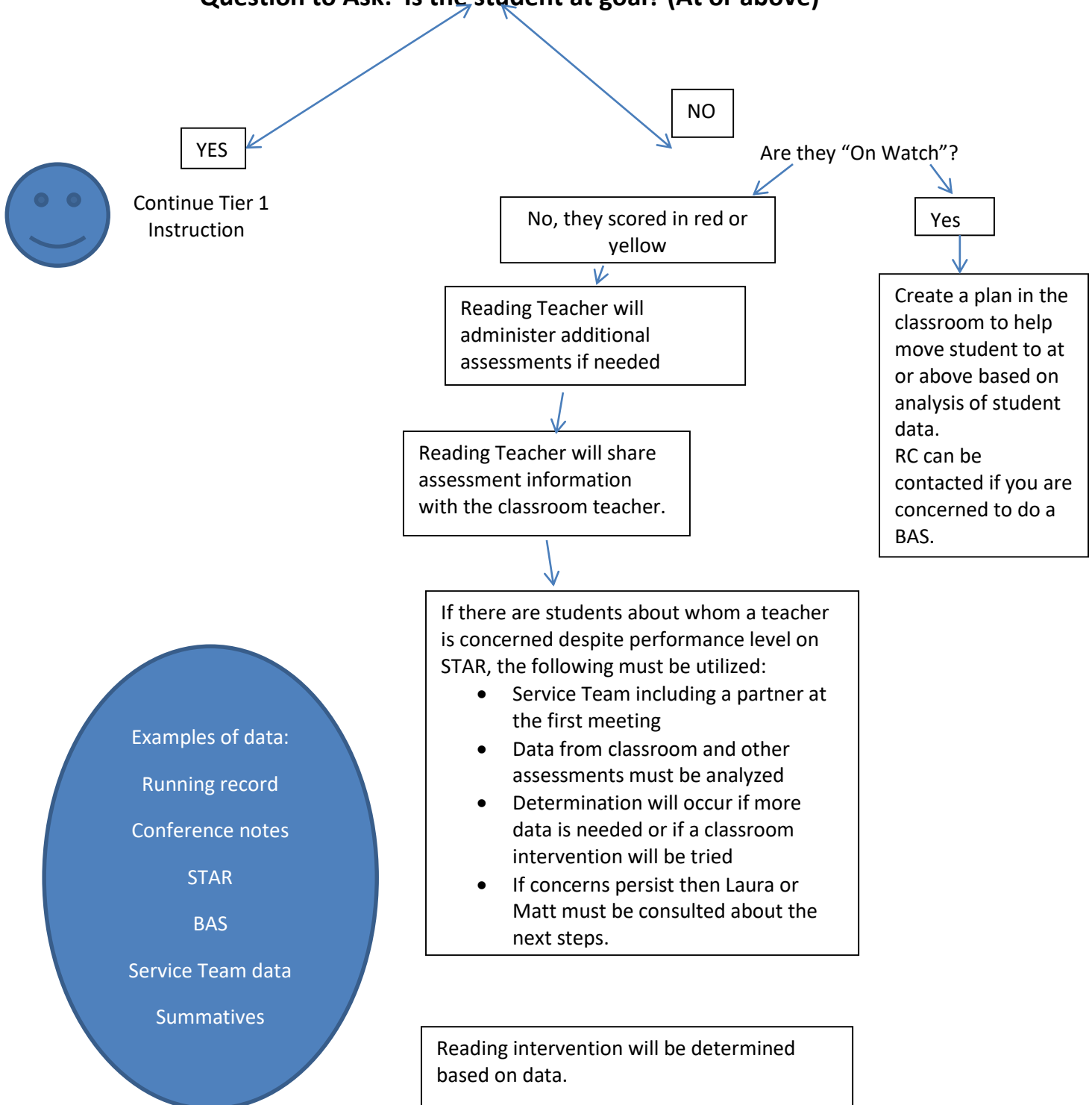


- Examples of documentation:**
- Formative Assessments
  - Conference notes
  - Summatives
  - Observational Notes
  - Past "On Watch" plans
  - STAR
  - Service Team data

### Reading Center Intervention Flow Chart

STAR Universal Screen and/or Progress Monitoring

**Question to Ask: Is the student at goal? (At or above)**



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## Academic Interventions at Broad Brook Elementary

	<b>Literacy</b>	<b>Math</b>
Tier I	<ul style="list-style-type: none"> <li>• District Common Core Standards based curriculum</li> <li>• Use of Readers' Workshop format (guided reading, conferencing, literacy stations etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• District Common Core Standards based curriculum</li> <li>• Use of Math Workshop format (guided math, share, math stations etc...)</li> </ul>
Tier II	<ul style="list-style-type: none"> <li>• Extra guided reading with teacher</li> <li>• Additional conferencing with teacher</li> <li>• Small group instruction with Leveled Literacy Intervention (LLI) 2-3 x week for 30 minutes/day</li> <li>• Small group instruction using a targeted approach varied</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Study Island software</li> <li>• Extra guided math instruction with classroom teacher</li> </ul>

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	from the core instruction	
Tier III	<ul style="list-style-type: none"> <li>• Reading Recovery 5 x week for 30 minutes/day for grade 1</li> <li>• Individualized instruction with a reading teacher in small group 5 x week for 30 minutes/day</li> </ul>	<ul style="list-style-type: none"> <li>• Study Island</li> <li>• Individualized instruction in small group 5x week for 30 minutes/day (math intervention teacher or tutor with coach consult</li> </ul>

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## Social/Emotional/Behavioral Interventions at Broad Brook Elementary

	<b>Social/Emotional/Behavioral</b>
Tier I	<ul style="list-style-type: none"> <li>• Use of Responsive Classroom approach</li> <li>• Use of empowering teacher language (reminding, reinforcing, redirecting)</li> <li>• Social Emotional Learning Competency lessons</li> <li>• ABC's for Behavior</li> <li>• Use of teacher level, classroom-based strategies, including Buddy Teacher</li> <li>• Use of sensory boxes in every classroom</li> <li>• Use of restorative practices</li> <li>• Teacher contact with parents</li> <li>• Safe School Ambassadors</li> </ul>
Tier II	<ul style="list-style-type: none"> <li>• Observation by academic coach to address unidentified academic concerns</li> <li>• Weekly check-in with school social worker</li> <li>• Conference/visit with administrator</li> <li>• Whole class SEL lessons</li> <li>• Time away/Buddy Teacher</li> <li>• Use of incentive plans</li> <li>• Referral to Service Team</li> <li>• Consultation with school psychologist or school social worker</li> <li>• Weekly check-in with nurse</li> <li>• Written schedule with built in breaks</li> </ul>

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	<ul style="list-style-type: none"> <li>• Consultation with OT for sensory issues</li> <li>• "if-then" chart for earning incentives</li> <li>• Administrator contact with parents</li> <li>• Individual Behavior Intervention Strategies</li> <li>• Social skills groups</li> <li>• Use of logical consequences - may include loss of privileges</li> </ul>
Tier III	<ul style="list-style-type: none"> <li>• Scheduled weekly counseling with school social worker</li> <li>• Daily check-in and check-out</li> <li>• Safe Behavior Plan</li> <li>• Safety support plan</li> <li>• Functional Behavior Assessment (with parent consent)</li> <li>• Behavior Intervention Plan</li> <li>• Use of "time out" with school social worker</li> <li>• Consultation with Behavior Intervention Specialist - must occur for Tier III</li> <li>• Use of Response team if needed</li> <li>• Use of structured observation by social worker - with parent consent</li> <li>• Restorative practice sessions with social worker</li> <li>• CHC referral for counseling</li> <li>• Parent meeting</li> <li>• Case review</li> </ul>



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## **East Windsor Middle School and the SRBI Process**

At East Windsor Middle School, the Benchmark Assessment System (BAS) may be used as one option for a second level assessment for literacy. Second level assessment in math will be determined through consultation with the numeracy coach and classroom teacher. Assessment data for social/emotional/behavior will occur through review of discipline referrals, data from incentive plans or Service Team data. Review of primary and secondary data will occur within one week from completion of each universal screening cycle. At East Windsor Middle School, the ELA and math teachers will bring STAR reports to the Team meetings. Instructional coaches and each team of teachers will review the data for all students on that grade level and make determinations about levels of instruction. If there are inconsistencies between the STAR and secondary data, a Service Team referral must be considered.

Prior to determining the best intervention, objective assessment information must be reviewed. Although the team may have an idea about which tier of services the student may require, additional information is needed to pin point the skills that require intervention.

Once the STAR assessment reports are available, data teams should review the STAR reports in conjunction with second level assessment data for students scoring at "urgent intervention", "intervention", and "on watch". This alignment will aid coaches and teachers in ensuring interventions target specific skills where deficits exist.

Student specific goals must be determined based on assessment information. The goals and intervention strategies must be documented.

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## Academic Interventions at East Windsor Middle School

	<b>Literacy</b>	<b>Math</b>
Tier I	<ul style="list-style-type: none"> <li>• District Common Core standards based curriculum</li> <li>• Use of Readers' Workshop format (guided reading, conferencing etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• District Common Core standards based curriculum</li> <li>• Use of Math Workshop format (guided math, share, etc...)</li> </ul>
Tier II	<ul style="list-style-type: none"> <li>• Extra guided reading with teacher</li> <li>• Additional conferencing with teacher</li> <li>• Modified Core for literacy (Modified Readers Workshop)</li> <li>• RAMP program 1 or 2 x week for 50 minutes/day</li> </ul>	<ul style="list-style-type: none"> <li>• RAMP program 1 or 2 x week for 50 minutes/day</li> <li>• Study Island software</li> <li>• Additional guided instruction with teacher</li> </ul>
Tier III	<ul style="list-style-type: none"> <li>• RAMP program instruction 3 x week for 50 minutes/day</li> </ul>	<ul style="list-style-type: none"> <li>• RAMP program instruction 3 x week for 50 minutes/day</li> </ul>

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	<ul style="list-style-type: none"><li>• Read 180 5 x week for 50 minutes/day</li></ul>	
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## Social/Emotional Behavioral Interventions East Windsor Middle School

	<b>Social/Emotional/Behavioral</b>
Tier 1	<ul style="list-style-type: none"> <li>• The "Way to Be"</li> <li>• Classroom based social contracts</li> <li>• Safe School Climate work</li> <li>• Social Emotional Learning competency lessons</li> <li>• Positive staff expectations</li> <li>• Teacher level, classroom based strategies</li> <li>• Teacher contact with parent</li> <li>• Positive referrals</li> <li>• Safe School Mentors</li> <li>• Use of empowering teacher language (reminding, reinforcing, redirecting)</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>• Individual Behavior Intervention Strategies</li> <li>• Administrative response to behavior</li> <li>• Meeting between student and guidance counselor</li> <li>• Structured use of Internal Suspension (time out)</li> <li>• Morning check-in with guidance or social worker</li> <li>• Restorative practice sessions with social worker</li> <li>• Parent meetings</li> </ul>

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	<ul style="list-style-type: none"> <li>• Behavior checklist with social worker</li> <li>• Weekly check-in with guidance or social worker</li> <li>• Weekly check in with nurse</li> <li>• Social worker or Behavior Intervention Specialist communication with outside counselors</li> <li>• Observation by academic coach for possible unidentified academic deficits</li> <li>• Safe Behavioral Plan</li> <li>• Scheduled review of grades and attendance</li> <li>• Group with social worker or guidance</li> <li>• Referral to Service Team with social worker as partner</li> <li>• Incentive plan to reinforce positive behavior</li> <li>• Case review should be considered if student demonstrates more than one of the following:             <ul style="list-style-type: none"> <li>a) pattern of minor behavior referrals</li> <li>b) student on D/F list</li> <li>c) 5 behavioral referrals in a quarter</li> <li>d) 4 absences/tardies in a quarter</li> <li>e) 4 visits to the nurse or social worker in a quarter</li> </ul> </li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Counseling with social worker</li> <li>• Daily check-in with social worker or guidance</li> <li>• Revision of Safe Behavior Plan</li> </ul>

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	<ul style="list-style-type: none"><li>• Functional Behavior Assessment (with parent consent)</li><li>• Behavior Intervention Plan</li><li>• Clinical case review with Behavior Intervention Specialist (required at Tier 3)</li><li>• Structured use of internal suspension for time out</li><li>• Referral to CHC</li><li>• Daily check-in and check-out</li><li>• Administrator contact with parent</li><li>• Safety Support Plan</li><li>• Skills group with guidance</li></ul>
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## **East Windsor High School and the SRBI Process**

At East Windsor High School, unit assessments or observations may be used as a second level assessment for literacy and math. For reading or math concerns, teachers will meet with instructional coaches or administrators to determine appropriate second level data for review. If there are inconsistencies between the STAR and second level assessment data, the Odyssey subtests may be used for further consideration. Assessment data for social/emotional/behavior will occur through review of discipline referrals, data from incentive plans or Service Team data. Review of data will occur within one week from completion of each universal screening cycle. At East Windsor High School, the PLC leaders will bring STAR reports to the PLC meetings. Instructional coaches and each team of teachers will review the data for all students on that grade level and make determinations about levels of instruction. If there are inconsistencies between the STAR and secondary data, a Service Team referral must be considered.

Prior to determining the best intervention, objective assessment information must be reviewed. Although the team may have an idea about which tier of services the student may require, additional information is needed to pin point the skills that require intervention.

Once the STAR assessment reports are available, PLC teams along with instructional coaches, will review the STAR reports in conjunction with second level assessment data for students scoring at "urgent intervention", "intervention", and "on watch". This alignment will aid administrators and teachers in ensuring interventions target specific skills where deficits exist.

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Student specific goals must be determined based on assessment information. The goals and intervention strategies must be documented.



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## Academic Interventions at East Windsor High School

	<b>Literacy</b>	<b>Math</b>
Tier I	<ul style="list-style-type: none"> <li>• District Common Core Standards based curriculum</li> <li>• Utilization of best practices (use of objectives, close reading strategies...)</li> </ul>	<ul style="list-style-type: none"> <li>• District Common Core Standards based curriculum</li> <li>• Utilization of best practices (use of objectives, close reading strategies...)</li> </ul>
Tier II	<ul style="list-style-type: none"> <li>• Foundations literacy instruction 5 of every 7-day cycle</li> <li>• Intervention with tutors 2-3 times of every 7 day cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations math instruction 5 of every 7-day cycle</li> <li>• Study Island software</li> <li>• Intervention with tutor 2-3 times of every 7 day cycle</li> </ul>
Tier III	<ul style="list-style-type: none"> <li>• Daily intervention with tutors (5 of 7 day cycle)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily intervention with tutors (5 of 7 day cycle)</li> </ul>

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## Social/Emotional/Behavioral Interventions for East Windsor High School

	<b>Social/Emotional/Behavioral</b>
Tier 1	<ul style="list-style-type: none"> <li>• Safe School Climate work</li> <li>• Social Emotional Learning Competency lessons</li> <li>• Safe School Leaders</li> <li>• Unity Team</li> <li>• Classroom based social contracts</li> <li>• 3R's (Respect, Responsible, Ready)</li> <li>• Advisory</li> <li>• Teacher contact with parent</li> <li>• Positive referrals</li> <li>• Teacher level, classroom based strategies</li> <li>• Use of empowering teacher language (reminding, reinforcing, redirecting)</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>• Structured Behavioral Observation (with parent consent)</li> <li>• Individual Behavior Intervention Strategies</li> <li>• Structured use of time out area</li> <li>• Morning check-in with guidance</li> <li>• Restorative practice sessions with social workers</li> <li>• Weekly check-in with guidance or social worker</li> <li>• Weekly check in with nurse</li> </ul>

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	<ul style="list-style-type: none"> <li>• School social worker or Behavior Intervention Specialist communication with outside counselors</li> <li>• Observation by academic coach for possible unidentified academic deficits</li> <li>• Safe Behavioral Plan</li> <li>• Scheduled review of grades and attendance with guidance</li> <li>• Meeting with guidance regarding behavior</li> <li>• Safety Support Plan</li> <li>• Parent meeting</li> <li>• Administrative response to behavior</li> <li>• Group with guidance counselor</li> <li>• Referral to Service Team with social worker as a partner</li> <li>• Incentive plan to reinforce positive behavior</li> <li>• Partner teacher</li> <li>• Case review should be considered if the student demonstrates more than one of the following:             <ul style="list-style-type: none"> <li>a) Pattern of behavioral referrals</li> <li>b) On the D/F list</li> <li>c) 5 behavioral referrals in a quarter</li> <li>d) 4 absences/tardies in a quarter</li> <li>e) 4 visits to the nurse or social worker in a quarter</li> </ul> </li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Counseling with school psychologist or social worker</li> </ul>

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	<ul style="list-style-type: none"><li>• Meetings with Behavior Intervention Specialist</li><li>• Daily check-in and check-out with social work or guidance</li><li>• Revision of Safe Behavior Plan</li><li>• Functional Behavior Assessment (with parent consent)</li><li>• Clinical case review with Behavior Intervention Specialist (required at Tier 3)</li><li>• Behavior Intervention Plan</li><li>• Structured use of time out area</li><li>• Referral to CHC</li><li>• Parent meetings</li><li>• Administrator contact with parent</li><li>• Safety Support Plan</li></ul>
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### **Progress Monitoring**

Each intervention provider, including classroom teachers, will keep data regarding student performance for each targeted skill. Information regarding the level of prompting required should be noted. Student goals should be established for independent use of skills so noting a decreasing level of prompting can help evaluate the rate of progress. Students may show a decrease in accuracy when levels of prompting are initially decreased and then accuracy should increase gradually with the lower level of prompts, this is a typical profile.

**Tier 1:** data should be taken no less than weekly and reported every two weeks

**Tier 2:** data should be taken several times per week and reported every two weeks

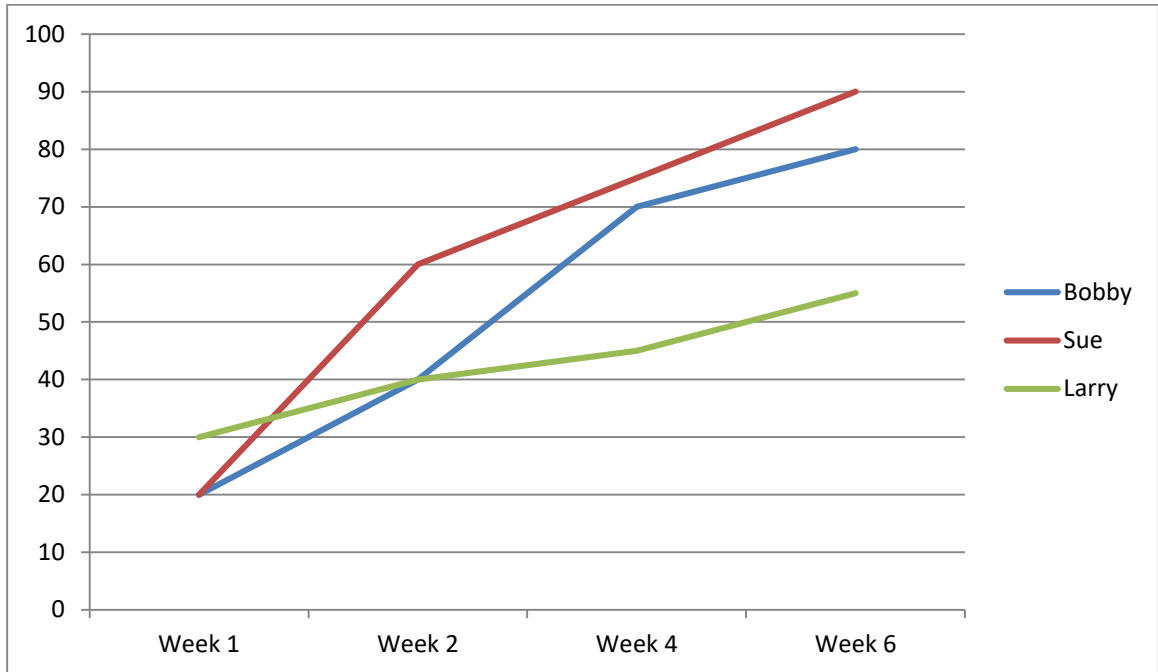
**Tier 3:** data should be taken daily and reported every two weeks

Percent correct should be plotted on a graph for each student at each reporting point (every two weeks). When the data team reviews student specific performance, data teams will look for a steadily increasing slope toward grade level performance. See the sample progress monitoring graph below. STAR progress monitoring should be done no more frequently than every two weeks. STAR will not be used for assessment outside of the universal screening cycle or as part of a structured intervention plan.

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Sample Graph of Progress Monitoring



Both Bobby and Sue have made increases in performance that suggest the interventions under SRBI are addressing the targeted skills. They appear to be on track to either: a) move to the next complex skill; or b) exit intervention back to core instruction with or without accommodations.

Larry's progress is not demonstrating a significant increase in performance nor does he appear to be on track for making grade level performance targets within a reasonable time. The Service Team should review his current services, do a case review, and make suggestions about additional services.

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## **The Service Team Process**

Service Team is the structure through which problem solving can occur for individual students. This approach to support, in most cases, will enable a struggling student to achieve success within the general education program. Service Teams are intended to help individual, at-risk students achieve academic and social-emotional-behavioral proficiency; they work to solve the problems standing in the way of student success. Service Teams accomplish this by providing time and resources that enable service providers to do more effective problem solving and planning for instruction, interventions, and services for students that address any challenges that interfere with their achievement. A more comprehensive review of the Service Team process can be found in the Service Team Manual.

Service Teams focus on solving specific problems, rather than on categorizing or labeling students. A Service Team may address any challenge - academic, behavioral, social, or medical, for instance - that is impeding the success of any student with whom a Service Team member comes into contact during his or her day or week. In the course of its work, the Service Team:

1. determines the strengths and needs of the student;
2. develops and implements appropriate interventions;
3. involves partners in the process at several levels of problem solving;
4. collects data to evaluate the effectiveness of interventions; and
5. determines whether to refer for further assessment to see if additional services are warranted.

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## **Levels of Problem Solving**

Level I: Level I problem solving occurs daily for every teacher and within every classroom. Accommodations provided by teachers in general education classrooms fall into Level I. Tier I, or core instruction, is the same as Level I problem solving. The instruction, support, and accommodations provided in classrooms every day by every teacher are both core curriculum and Level I problem solving. The "Current Behavior Checklist I", "Current Academic Checklist II", and "Classroom Management Assessment" can all be used by teachers to narrow the scope of the concern and to ensure all facets of a student's physical, behavioral, and academic life are considered when teachers make changes in the classroom. A teacher may also utilize a partner to help them think about their classroom management or other factors within the walls of the classroom. A "Tier I Action Plan" can be used to document supports provided within the classroom and the results of those supports. "Tier I Behavioral Interventions" and "Tier I Academic Interventions" may be helpful when considering next steps for students with challenges in the classrooms.

Level II: The Service Team follows a structured, problem-solving process to create a formal action plan. The "Referral to Service Team-Summary of Information" must be completed by the referring party to signal the need for the facilitator to schedule a Service Team meeting. Copies of these forms must be given to each Service Team facilitator. Current data, including: classroom checklists, attendance, observations, daily performance data, and the results of standardized testing can all be considered when completing the referral. The Service Team facilitators will complete a "Service Team Meeting Agenda" in advance of the meeting and will facilitate the problem solving during the Service Team meeting. The Service Team facilitator



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will complete the "Record of Problem Solving-Service Team" during the meeting to document the goal, the interventions that will be used to address the goal and the method of assessment. Staff responsible for implementing the accommodations or interventions is also documented. Facilitators will provide copies of the "Record of Problem Solving" to the student's teachers not in attendance or any staff responsible for implementing any interventions or strategies. The Service Team will reconvene approximately two weeks after the first meeting to review data about the student's response to intervention. Keep in mind that some interventions may take longer to result in positive change. That should be considered when the Service Team decides to change or continue an intervention.

Level III: Partners with expertise about the student or the problem are invited to problem-solve at a Service Team meeting or are consulted outside of the meeting once Level II problem solving has begun. If the Service Team has concerns about areas in which they do not have expertise, then a Level III partner must be invited. Speech language pathologists, occupational therapists, physical therapists, nurses, or school psychologists are examples of Level III partners. Tier II and Tier III Academic and Behavioral Intervention resource guides also have examples of other partners. Parents are also critical partners in Service Team

Level IV: The Service Team makes a referral for special education or 504 evaluations. The Service Team must review student performance data every two weeks until: a) the concern is resolved; b) the concern responds to the intervention and the intervention will be provided long term; or c) the concern does not respond or increases and a referral to special education or

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504 is warranted. As of July 1, 2012, Connecticut regulation requires that a meeting prior to the pre-referral PPT be offered to the parent to discuss the referral process for special education.

### **Social, Emotional, and Behavioral Concerns and the SRBI Process**

Students who demonstrate challenges with following directions, staying on task, complying with adults, socializing appropriately with their peers, expressing emotion, being in control of their bodies, or a variety of other challenges may require special supports. These challenges should be brought to Service Team for discussion.

**!! Students who demonstrate behavior that is dangerous to themselves or others need to be referred to the building school psychologist immediately. The district has a formal process in place to assess and respond to students who are unsafe. Following the emergency response, the Service Team may convene to put longer term supports in place!!**

The Service Team process should be followed keeping careful data about concerns and bringing the psychologist, social worker and/or behavior intervention specialist in as a Level III partner.

The "Tier I Behavior Interventions", "Tier II Behavior Interventions", and "Tier III Behavior Interventions" can serve as guides for possible interventions and partners.

If you have any questions about SRBI or the Service Team process, please contact the Assistant Superintendent's office at 860-623-3346 ext. 7406.