



TN-TAN
TENNESSEE TECHNICAL
ASSISTANCE NETWORK

RTI²-A + RTI²-B: Practices and Resources to Support Student Behavior

Tennessee Tiered Supports Center



About Us





ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Tennessee Technical Assistance Network (TN-TAN)

provides school districts, administrators, educators, and families access to high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22.

Intensive Behavior

TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

Preschool

AnLar assists in building capacity and systems to support meaningful access to preschool for students with disabilities. Supports include strategic action planning, professional development, leadership coaching, preschool program evaluation and support implementing evidence-based practices in inclusive settings.

RTI²-A+RTI²-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

Autism

TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

Assistive Technology

The Assistive Technology Project (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment-lending libraries for assessment trials.

Secondary Transition

Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

Tennessee Tiered Supports Center

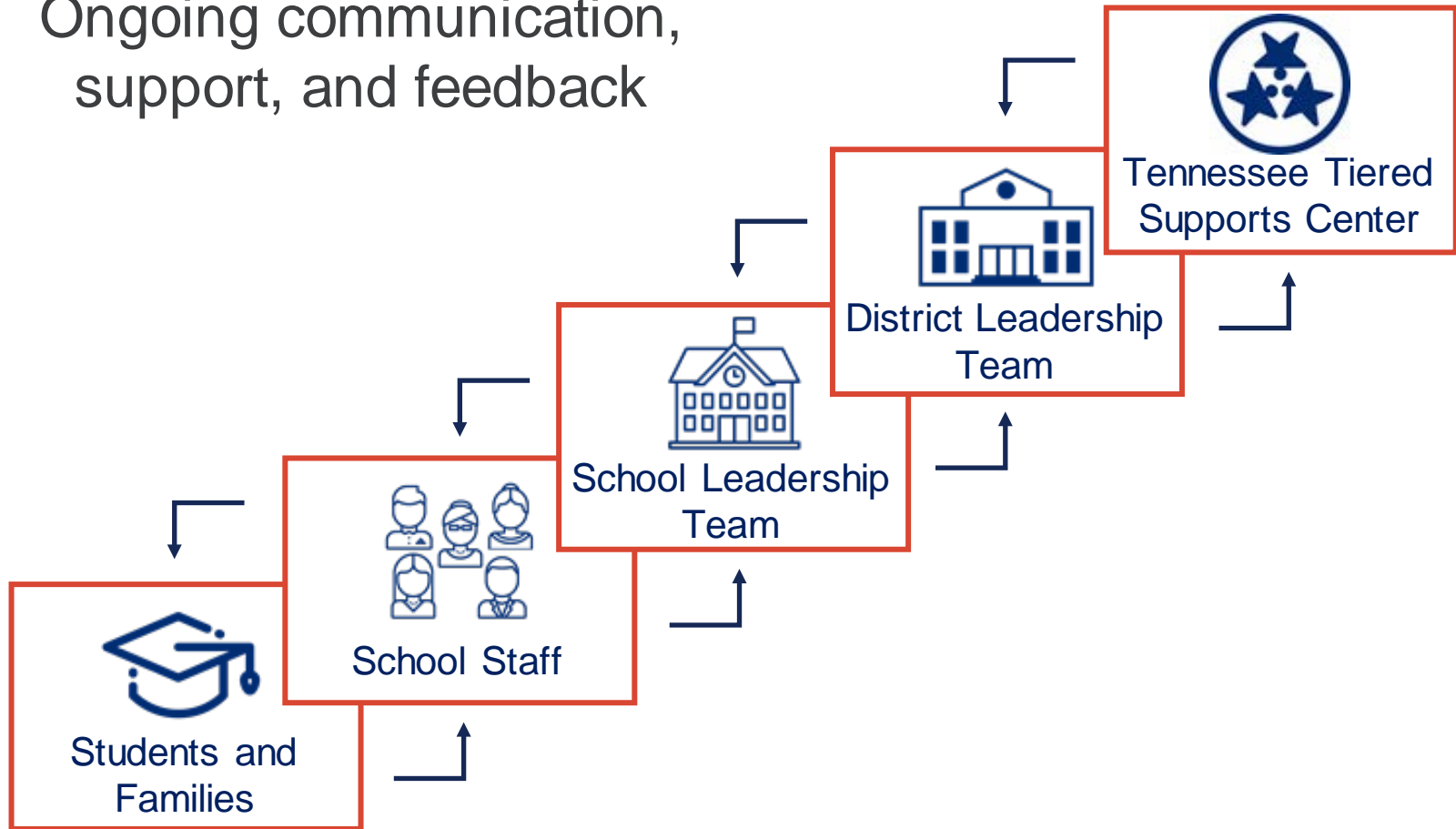


Provides training and technical assistance to **improve district and school capacity to implement RTI²-A + RTI²-B**

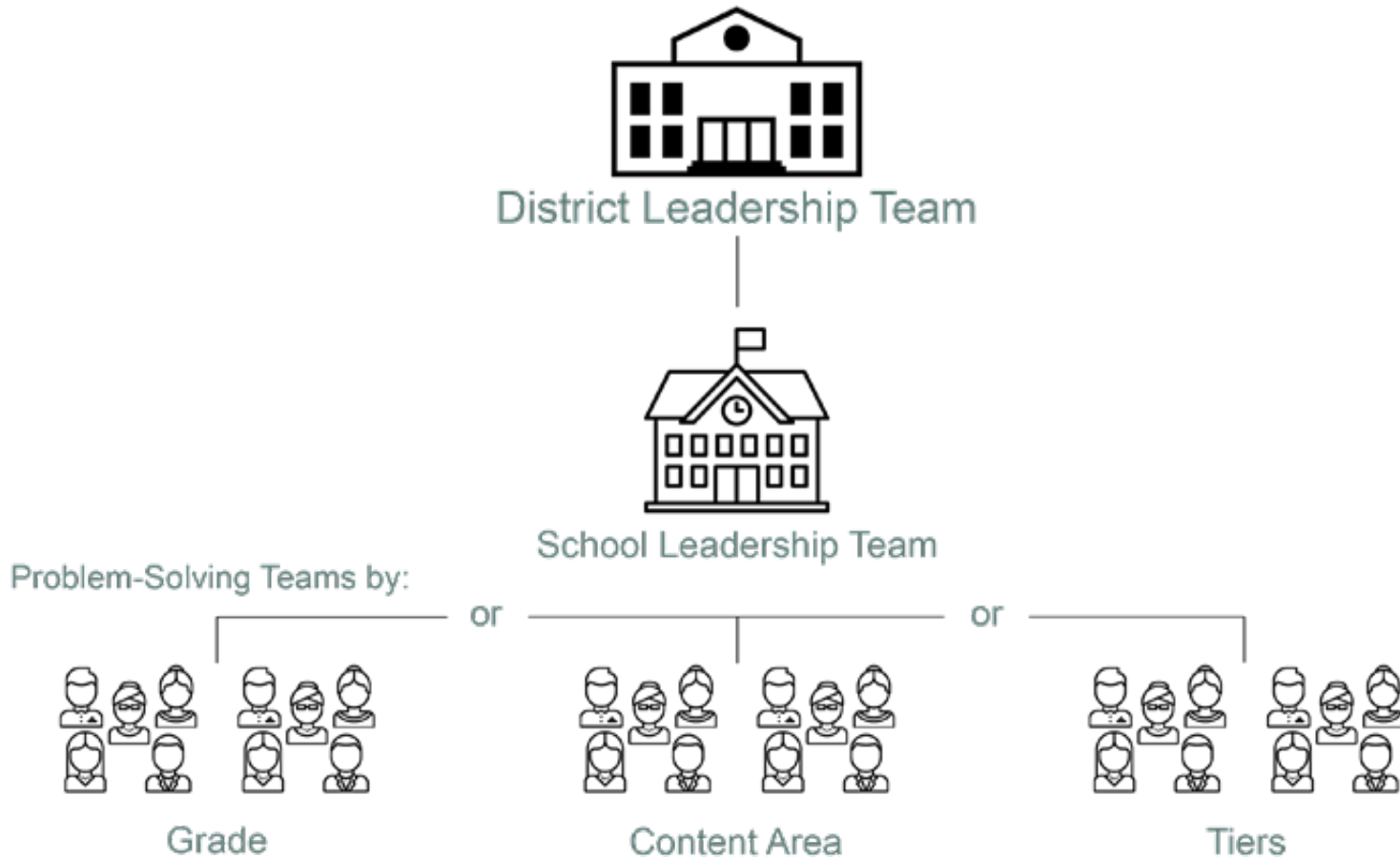
- *TDOE TN-TAN Grant Contract, June 2021*

Sustainable Model of Support

Ongoing communication, support, and feedback



Ongoing Support



RTI²-A and RTI²-B: Two Frameworks Aligned



A mistake we often make in education is to plan the curriculum materials very carefully, arrange all the instructional materials wall to wall, open the doors of the school, and then find to our dismay that they've sent us the wrong kids.



Author unknown

RTI²-A + RTI²-B

RTI²-A + RTI²-B

ESSENTIAL COMPONENTS *FOR ALL TIERS*

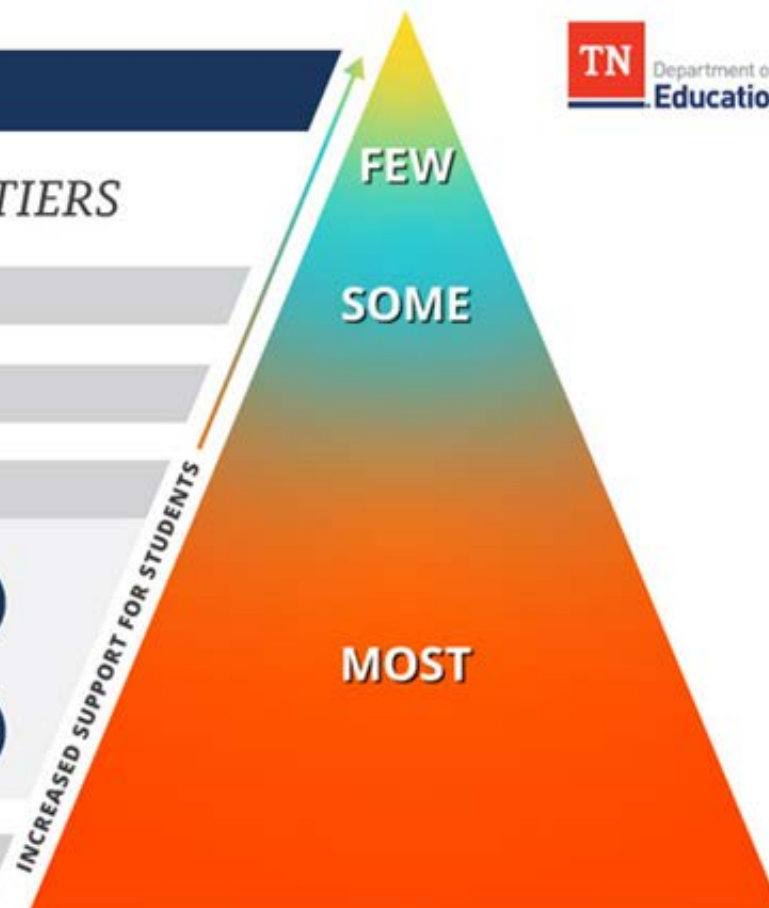
1 Leadership

2 Assessment

3 Data-Based Decision Making



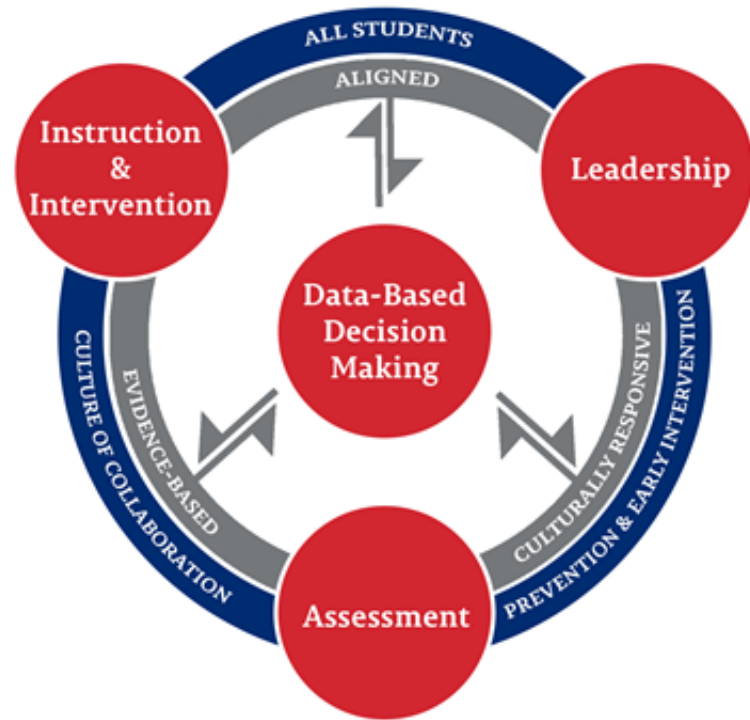
4 Instruction & Intervention



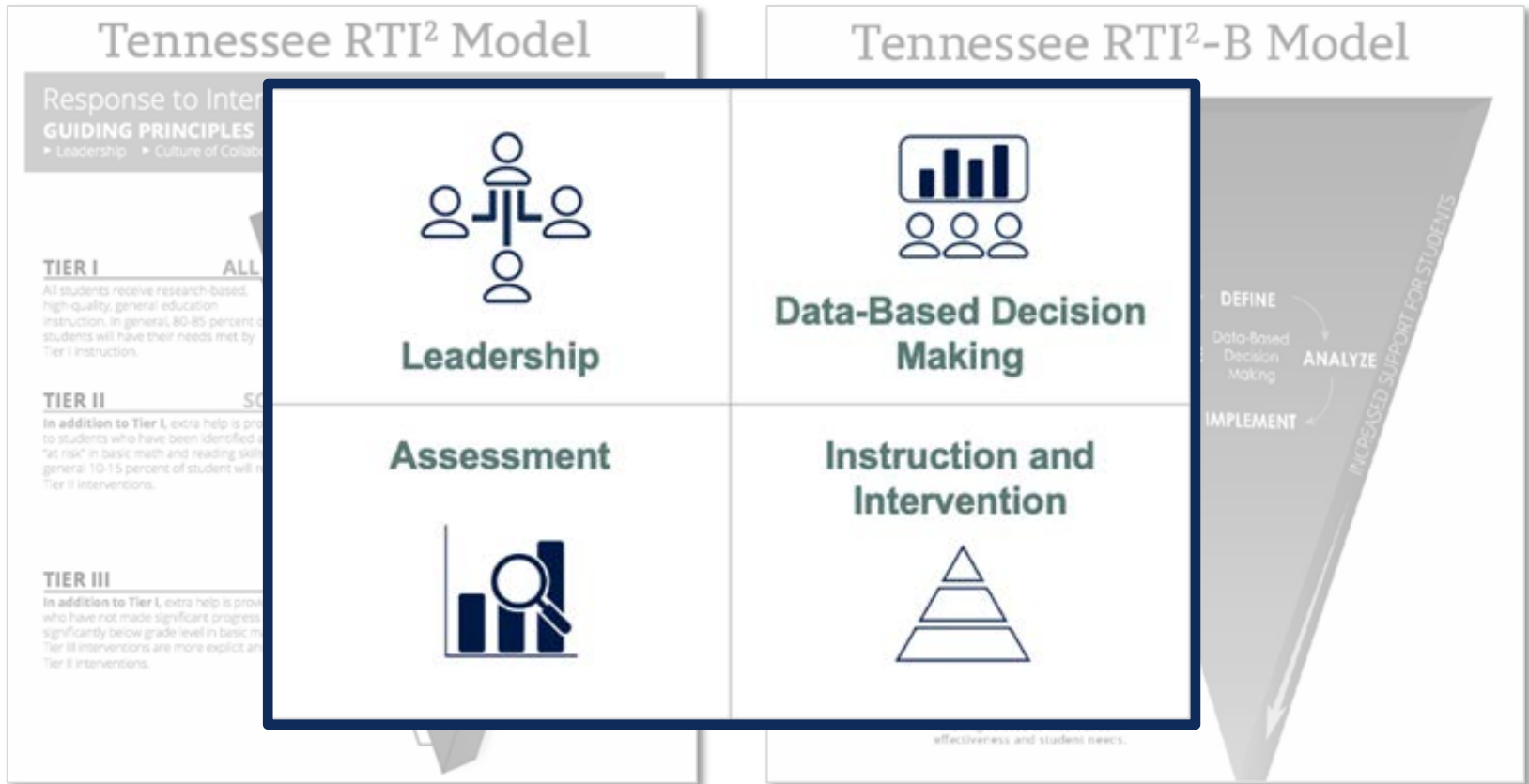
Key Features of RTI²-A + RTI²-B

Effective implementation of RTI²-A and RTI²-B is:

- aligned,
- evidence-based, and
- culturally responsive.



Essential Components



Adapted from American Institutes for Research, 2022

Evaluating Tiered Supports

RTI²-A + RTI²-B

District Capacity Assessment – Tennessee

Overview

The District Capacity Assessment – Tennessee (DCAT) allows District Leadership Teams to examine district infrastructure needed to support aligned implementation of RTI²-A and RTI²-B at the school level. The assessment is designed to promote self-reflection so that barriers to effective implementation can be identified and addressed through an RTI²-A + RTI²-B implementation plan.

The assessment includes 41 items that indicate aligned implementation of RTI²-A and RTI²-B. The items are grouped by four components that are essential to both tiered support systems: Leadership, Data-Based Decision Making, Instruction and Intervention, and Assessment. To complete the assessment, District Leadership Teams use the scoring rubric to evaluate and reach consensus on the status of each item. A rating of 0 – 5 is possible for each item. All scoring criteria progress across ratings (e.g., it is not possible to meet the criteria for a rating of 5 without also meeting the criteria for a rating of 3). The assessment should be completed each school semester (i.e., fall and spring, or every 6 months) to monitor progress.

Administration and Scoring

- Step 1:** Convene the District Leadership Team. When possible, include an external facilitator to lead the scoring and discussion of items.
- Step 2:** Each team member reads and rates all items individually using the scoring sheet. Team members then share their ratings with the group.
- Step 3:** After sharing individual ratings, team members engage in discussion to reach consensus on team ratings for each item.
- Averaging individual ratings is not recommended, especially if there are outliers.
 - Discuss any differences in ratings and consider available evidence (e.g., meeting artifacts, activity logs, outcome reports) to help reach consensus.
 - The attached rubric is designed to promote self-reflection. The rubric provides descriptions for ratings of 1, 3, and 5. Consider a rating of 0 when the criterion for a rating of 1 is not met. Consider ratings of 2 and 4 when the team believes implementation falls between two of the described implementation levels.
- Step 4:** Summarize the results using the scoring guide on page 6. Identify areas of concern to prioritize for continuous improvement.



RTI²-A + RTI²-B

School Implementation Fidelity Assessment

Overview

The RTI²-A + RTI²-B School Implementation Fidelity Assessment allows School Leadership Teams to examine a school's capacity to support aligned implementation of RTI²-A and RTI²-B. The assessment is designed to promote self-reflection so that barriers to effective implementation can be identified and addressed through an RTI²-A + RTI²-B implementation plan.

The assessment includes 39 items that indicate aligned implementation of RTI²-A and RTI²-B. The items are grouped by four components that are essential to both tiered support systems: Leadership, Data-Based Decision Making, Assessment, and Instruction and Intervention. To complete the assessment, School Leadership Teams use the scoring rubric to evaluate and reach consensus on the status of each item. A rating of 0 – 5 is possible for each item. All scoring criteria progress across ratings (e.g., it is not possible to meet the criteria for a rating of 5 without also meeting the criteria for a rating of 3). The assessment should be completed each school semester (i.e., fall and spring, or every 6 months) to monitor progress.

Administration and Scoring

- Step 1:** Convene the School Leadership Team. When possible, include an external facilitator (e.g., RTI²-A + RTI²-B District Coordinator or Coach) to lead the scoring and discussion of items.
- Step 2:** Each team member reads and rates all items individually using the scoring sheet. Team members then share their ratings with the group.
- Step 3:** After sharing individual ratings, team members engage in discussion to reach consensus on team ratings for each item.
- Averaging individual ratings is not recommended, especially if there are outliers.
 - Discuss any differences in ratings and consider available evidence (e.g., meeting artifacts, activity logs, outcome reports) to help reach consensus.
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Annual Implementation Plan

RTI²-A + RTI²-B Implementation Plan



District or School Name:

Essential Component(s):

Subcomponent(s):

Item(s):

Goal 1 – What is the desired outcome?				
Define – What is the problem?				
Analyze – Why is the problem occurring, and what data validate our hypothesis?				
Implement What are our action steps?				Comments
What	Who	When	Status	
			<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed Date:	
			<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed Date:	
			<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed Date:	
Evaluate – Have we achieved our goal? <input type="checkbox"/> Yes Date Evaluated: <input type="checkbox"/> No – Action steps are still in progress. <input type="checkbox"/> No – All actions steps are complete. We need to revisit the problem-solving process.				



The Case for Alignment

- Research shows a **clear relationship** between academic and behavior challenges.
- Students with specific learning difficulties often **have other disabilities** that exist at the same time.
- Difficulties in either area, academic or behavior, are associated with adverse **long- and short-term** outcomes.

The Case for Alignment

- Academic supports **positively impact** behavior and vice versa.
- Students in need of both supports make greater improvements when **both areas** are considered.

Pathways to Academic and Behavior Challenges

Four Pathways

Behavior challenges reduce access to instruction

Underlying attention deficits cause challenges in both areas

Early academic challenges increase social rejection

Inadequate response to academic intervention leads to behavior challenges

Student Scenario



Part A

Tiffany is a first-grade student. According to Tiffany's winter MAP scores, she is reading slightly below grade level, and she is missing several key skills in mathematics.

Discuss the following questions with your team:

1. What is the problem?
2. Why is the problem occurring?
3. Based on the available data, what might student support look like?

Student Scenario



Part B

Tiffany also has severe anxiety that makes her afraid to leave her home. She is frequently tardy or absent. Tiffany has been referred to the RTI²-B team.

Discuss the following questions with your team:

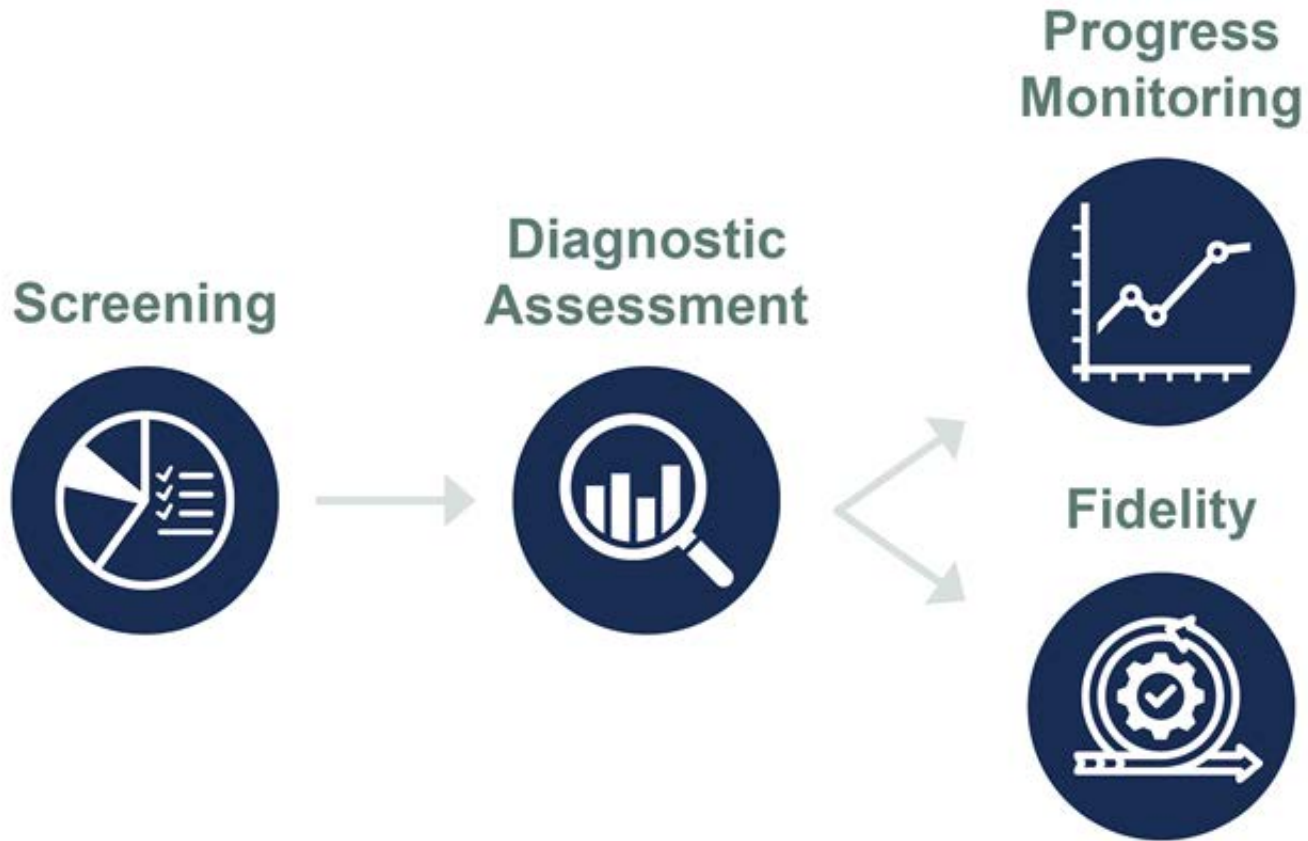
1. How does the additional data change your perspective of the problem and possible solutions?
2. What follow-up questions should the RTI²-B team ask?
3. What are the long- and short-term outcomes of Tiffany's behavior?
 - How might these behaviors affect Tiffany socially?
 - How might these behaviors affect Tiffany academically?

Aligned Problem Solving



An aligned problem-solving process can improve the efficiency and effectiveness of tiered support.

Assessment Process



Data-Based Decision Making



- Occurs at all levels, from individual student to district
- Uses multiple data sources to make decisions regarding the:
 - selection of instructional practices,
 - intensification of instruction and supports, and
 - identification of students with disabilities.

Data-Based Decision Making

Problem-Solving Process

- RTI²-A + RTI²-B consider academics and behavior data together.
- When we have limited data, we have a limited view of the problem.



Special Education

Individuals with Disabilities Education Act (IDEA)

- The use of tiered support strategies cannot be used to delay or deny an evaluation when a disability is suspected.
- Students **DO NOT** have to go through all tiers of a tiered support system prior to special education evaluation.
- Students should continue to receive intervention while the evaluation is being conducted.
- A student may be identified as having a disability and also receive instruction and intervention through tiered support strategies.

Supporting Student Behavior within RTI²-A + RTI²-B: Overview of RTI²-B



School Inventory Fidelity Assessment (SIFA) Close-Up

INSTRUCTION and INTERVENTION	
Environment for Learning	Score
32. School staff explicitly teach and review school-wide expectations for learning .	
33. School staff use a continuum of strategies to promote student independence, academic engagement, and behaviors that align with school-wide expectations.	
34. Teachers deliver explicit and culturally responsive instruction with flexible access points for all students.	
Tier 1	Score
35. The school uses core instructional programs that are standards-based, research-based, and delivered with high-quality instructional materials.	
Tier 2	Score
36. The school provides skill-based and research-validated Tier 2 interventions with standardized and well-articulated procedures for delivery.	
37. Trained interventionists deliver Tier 2 interventions to small groups of students with similar needs.	
Tier 3	Score
38. The school provides individualized Tier 3 interventions that are more intensive than Tier 2 interventions.	
39. Highly qualified, well-trained interventionists deliver Tier 3 interventions to students in need of intensive support.	

School Inventory Fidelity Assessment (SIFA) Close-Up

INSTRUCTION and INTERVENTION				
Environment for Learning	1 Point	3 Points	5 Points	Data Sources
32. School staff explicitly teach and review school-wide expectations for learning.	The school has 3-5 positively stated school-wide expectations for learning.	<p><u>AND</u></p> <p>The school has a developed teaching matrix that identifies contexts in which the expectations are in place/should be met.</p> <p><u>AND</u></p> <p>The matrix provides examples of observable behaviors that meet the school-wide expectations.</p> <p><u>AND</u></p> <p>The school has lesson plans for teaching each expectation.</p>	<p><u>AND</u></p> <p>The school has a schedule for when the expectations should be taught and reviewed for all students.</p> <p><u>AND</u></p> <p>The School Leadership Team has procedures in place to ensure the expectations are taught and reviewed according to the schedule.</p>	<p>Instructional evaluation data</p> <p>Lesson plans</p> <p>School-wide calendar</p> <p>Teaching matrix</p> <p>Tiered Fidelity Inventory data</p>

RTI²-A + RTI²-B Across Tiers

- School-wide expectations are taught and reviewed.
- A continuum of strategies exists to promote student independence and academic engagement.
- Instruction provides flexible access for all students.
- Instruction is explicit and culturally responsive.

Environment for Learning

- Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.
- Students follow behavioral expectations and directions.
- Students are engaged in the work of the lesson from start to finish.
- Students and their teacher demonstrate joy for learning through positive relationships.

Features of School Climate

Safety

Emergency
Readiness

Physical

Emotional

Engagement

Cultural
Competence

Relationships

School
Participation

Environment

Physical

Instructional

Mental
Health

RTI²- B Resources

- [RTI²-B Manual](#)

This is Tennessee's guide for implementing a behavior-focused student support framework.

- [RTI²-B Implementation Videos](#)

These videos were created by Tennessee Behavior Supports Project.

- [Center on PBIS](#)

Federally funded center tasked with improving capacity to establish a PBIS framework.

RTI²- B Resources

- [PBIS Apps](#)

Resource and tools to support educators to create more positive environment for all students.

- [National Center on Intensive Intervention](#)

Resources, tools, and courses to build capacity to support implementation of intensive intervention in academics and behavior.

Supporting Student Behavior within RTI²-A + RTI²-B: Tier I Practices and Resources



Universal Support

- Focuses on providing **all** students with a strong foundation
- Uses high-quality instructional materials (HQIM)
- Provides flexible access to grade-level standards
- Is appropriate for approximately 80-85% of a student population

Schoolwide Expectations

- Create schoolwide expectations that are:
 - brief,
 - positively stated,
 - broad (applicable to all settings and people),
 - memorable,
 - inclusive of classroom routines, and
 - promote academic engagement.
- Consider school details such as school mascot or slogan.



PURPLE REIGN

CLASSROOM

CAMPUS

SCHOOL EVENTS

COMMUNITY

TECHNOLOGY

<p>R RESPECT</p>	<ul style="list-style-type: none"> • Be kind to your teachers and peers • Allow others the best opportunity to learn • Use appropriate language and volume 	<ul style="list-style-type: none"> • Respect school property • Be polite to staff, students, and visitors • Maintain the appropriate noise level 	<ul style="list-style-type: none"> • Treat other opponents, staff, and spectators politely and respectfully • Exhibit a positive attitude and representation of the school 	<ul style="list-style-type: none"> • Show respect and common courtesy to community members • Be open-minded and practice empathy 	<ul style="list-style-type: none"> • Respect school property and equipment • Respect opinions and cultures of others • Live responsibly in a digital world
<p>E EXCEL</p>	<ul style="list-style-type: none"> • Do your best work and give 100% • Go above and beyond expectations • Be a confident and creative thinker 	<ul style="list-style-type: none"> • Participate in extracurricular activities • Take on a leadership role • Be a positive role model • Have positive interactions with new people 	<ul style="list-style-type: none"> • Actively participate and show school spirit • Support your fellow Hawks no matter the outcome • Give 100% during practice, events, and performances 	<ul style="list-style-type: none"> • Be informed on events locally and globally • Empower yourself • Be a life-long learner 	<ul style="list-style-type: none"> • Recognize reliable sources and content to promote learning • Be productive and efficient • Use multiple sources to support your understanding
<p>I INTEGRITY</p>	<ul style="list-style-type: none"> • Be accountable for your actions • Be honest and do your own work • Be a good classroom citizen 	<ul style="list-style-type: none"> • Be accountable to yourself and others • Do what is right and encourage others to do the same • Be safe 	<ul style="list-style-type: none"> • Have good sportsmanship • Present yourself in an appropriate and respectful manner 	<ul style="list-style-type: none"> • Be grateful • Take ownership of everything you do • Represent yourself and your school honorably 	<ul style="list-style-type: none"> • Create a positive and professional online presence • Protect your identity and passwords • Avoid plagiarism by citing your sources
<p>G GIVE BACK</p>	<ul style="list-style-type: none"> • Help others • Participate • Contribute to academic discussions • Be a positive role model 	<ul style="list-style-type: none"> • Pick up after yourself and do not be ashamed to pick up after others • Take pride in maintaining and protecting the school environment 	<ul style="list-style-type: none"> • Support school organizations with your time and/or talents • Encourage others to participate 	<ul style="list-style-type: none"> • Volunteer in the community • Help others in need 	<ul style="list-style-type: none"> • Ensure your contributions and comments are positive • Help prevent cyber bullying
<p>N NETWORK</p>	<ul style="list-style-type: none"> • Develop relationships • Collaborate positively • Be accountable for your role 	<ul style="list-style-type: none"> • Strive for positive interactions with others • Build relationships with staff and students • Stand up for others and help prevent bullying 	<ul style="list-style-type: none"> • Continually seeks to improve for the benefit of others • Support your peers positively and appropriately 	<ul style="list-style-type: none"> • Build and maintain quality connections within the community • Seek relationships with purpose 	<ul style="list-style-type: none"> • Utilize social media appropriately • Communicate and collaborate appropriately • Be safe, smart, and aware

Schoolwide Expectations

Engaging Key Collaborators

- Seek input from key collaborators.
 - Ask families to provide feedback and ideas about how to implement the expectations at home.
 - Ask families how often and the best method to communicate expectations.
- Link expectations to student learning to maximize their impact.
- Gather student feedback on what expectations should look like when developing plans to teach them.

Teaching Expectations



- Develop lesson plans for every school setting.
- Create lessons that include opportunities to
 - teach,
 - model, and
 - practice expectations.
- Incorporate instructional strategies.

Incorporate Gradual Release of Instruction

I Do...

I Do... The teacher models looking in the text to answer a question and then describes her thought process.

We Do...

We Do... The teacher asks the students to practice answering questions about the text and provides verbal prompts throughout the activity.

You Do...

You Do... Students independently answer comprehension questions about text.

Lesson Plans to Model Behavior

Elementary School Lesson Plan Example – Restroom

Purpose: This is an example resource that can be adapted and used to teach schoolwide expectations.

Schoolwide Expectations Lesson Plan: Restroom

Lesson plans should be taught in the area and take 10-15 minutes.

Objective	The students will use safe, respectful, and responsible behaviors when using the restroom.
Setting	Classroom bathroom or school bathroom.
Expectations	(Refer to <i>Schoolwide Expectations Matrix</i>) Safe: Use soap and water for washing hands. Keep restrooms clean and dry. Respectful: Honor privacy. Wait patiently for your turn. Responsible: Flush toilet after use. Use quickly, then wash hands.
Examples: Teach using “I do, we do, you do.”	<ol style="list-style-type: none"> Knocking on the bathroom door or stall door and then waiting patiently away from the door if it is in use. Flushing toilet when finished, picking up any garbage that may have dropped, and exiting the bathroom stall. Washing hands at the sink with soap and water. Wiping down around the sink with a paper towel if it is wet.
Non-Examples: Adults model only.	<ol style="list-style-type: none"> Opening the door when someone says they are in there. Not flushing the toilet. Leaving without washing hands. Leaving water all over the sink area. Staying and talking in the bathroom after hands are washed.
Follow Through and Practice	<ol style="list-style-type: none"> Students will use either a paper or electronic version of matching a picture to the expectation. Students will say the expectation represented by the picture and either the teacher or students will match the written expectation to the picture. This can be made into a class activity by having students model the behavior while the teacher takes pictures for the matching game. The teacher can lead students to do a Brain Blurt in which they say every expectation about using the restroom they can think of while the teacher writes down <u>all</u> of the ideas.
Acknowledgment: Recognize appropriate behavior when it occurs.	<ol style="list-style-type: none"> The teacher distributes tickets to acknowledge students exhibiting safe, respectful, and responsible behaviors in the restroom. The teacher pairs acknowledgement tickets with behavior-specific praise. The teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help encourage appropriate behaviors.



Acknowledging Expected Behavior

What is Reinforcement?



Reinforcement is a consequence that increases the likelihood of a person engaging in that behavior again.

Acknowledging Expected Behavior

What is an Acknowledgement System?



- A system that reminds adults to praise students for engaging in the desired behaviors
- A system to acknowledge expected behaviors

Responding to Challenging Behavior

Punishing problem behavior without a positive, educative approach has been shown to increase aggression, vandalism, truancy, and dropouts.

Tier I Behavior Resource Packs

- Teaching Expected Behavior
- Acknowledging Expected Behavior
- Responding to Challenging Behavior



Access by logging into BOX
(create a free account).

Tier I Resources

- **Center on PBIS**
[PBIS Practice Briefs](#)
- **Tennessee TSC**
 - More resource packs (coming soon!)
 - *Building Strong Schools* series (open-access video series)

Tier II Resources

Tennessee TSC

- Check-In/Check-Out resource packs
- Additional Tier II resources and videos
- Tier II modules (coming soon!)

Tier III: TRIAD Resources

Functional Behavior Assessment Review


Functional Behavior Assessment Review

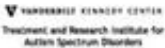
Task One: Completeness and Compliance (see Functional Behavior Assessment Rubric)
Each of the five sections listed below must be included in a FBA to be compliant with TN regulations. Reviewers should ensure that sections are completed and meet the compliance indicators that can be referenced within the FBA Rubric available from the TN DOE.

Section	Is this section included and labeled?	Is this section fully completed?	Does this section meet compliance indicators (level 2)?
Assessment Team	YES NO	YES NO	YES NO
Conditions to Conduct FBA	YES NO	YES NO	YES NO
Target Behavior(s)	YES NO	YES NO	YES NO
Assessment Process	YES NO	YES NO	YES NO
Data Interpretation	YES NO	YES NO	YES NO


Task Two: Adequate Use of Data
Several sections of the FBA require that data be analyzed and summarized. While narratives and qualitative data has value, several components of the FBA must include quantitative data. Reviewers should attend to whether quantitative data is included and leveraged within the report as required by TN regulations.


Section	Data Requirements	Is quantitative data summarized in this section?	Does the use of data in this section meet compliance indicators (level 2)?
Target Behavior(s)	Baseline data must be summarized that reflects frequency, duration, intensity, etc.	YES NO	YES NO
Assessment Process	Systematic observations, assessments, or analyses that report antecedents and consequences associated with target behavior must be summarized.	YES NO	YES NO
Data Interpretation	Analyses of the quantitative data presented in the target behavior and assessment process sections must be included.	YES NO	YES NO

 **TN-TAN**
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 **VANDERBILT KENNEDY CENTER**
Treatment and Research Institute for Autism Spectrum Disorders

Intervention Planning Guide

 **TN-TAN**
TENNESSEE TECHNICAL ASSISTANCE NETWORK

 **VANDERBILT KENNEDY CENTER**
Treatment and Research Institute for Autism Spectrum Disorders

Intervention Planning Guide

Complete the following form to describe an intervention to address student needs.

SMART Goal
Example: Given a first-then board during independent math instruction, Student A will complete 80% of tasks as measured by work completion over 2 consecutive days.

Baseline	Baseline context:	During math instruction
	Baseline data type and dates:	9/1/22-9/15/22 2 out of 10 assignments completed
	Date intervention plan created:	9/13/22
	Who implements plan:	Ms. Hopton (teacher) Ms. Hopton (paraprofessional) Ms. Weaver (brain Hopton and Hopton)
What materials are needed:	First-then board, preferred items/activities (from preference assessment, work tasks)	
How the intervention is delivered, including any reinforcement procedures:	1. Identify time of day to implement first-then. 2. Identify appropriate tasks the student needs to complete for the "first" box. 3. Identify preferred items/activities for the "then" box. 4. Display the first-then board for the student to clearly see. 5. State the expectations while referencing the first-then board (e.g., "First you have to do 3 math problems, then you earn a 5-minute break"). 6. If needed, provide prompts to support completion of the "first" task. 7. Provide student with the preferred item/activity in the "then" box once they have completed the "first" task. 8. Provide behavior-specific praise when providing access to the preferred item/activity.	
Date and context for initial implementation:	9/13/22 during math instruction (independent work completion)	
On-Going Intervention Data	Data collector:	Ms. Hopton (paraprofessional)
	Intervention data type:	Work completion
	Mastery criteria:	80% of tasks completed. Work accuracy is not currently measured; may be added once initial criteria is met.
Adjustment criteria:	Goal is met or less than 50% of work completed for 2 or more days in one week.	
Plan Review	Implementation review:	9/13/22 Data analyzed every 2 weeks during team meeting; mastery criteria not met by 10/2 will adjust plan.
	Plan fidelity (Rate 0-5: 0 = not at all; 3 = somewhat; 5 = completely):	Degree of independence for implementer Ms. Hopton: 2 Accuracy of intervention: 4
	Quantity or dosage of implementation:	First-then is used during all presentations of independent math work
	Plan execution (e.g. dates, performance data, decisions and changes):	10/14/22: mastery criteria met; new plan written an attached document including new mastery and adjustment criteria. * copies of the new plan

Form designed to be completed electronically

Data Informs Practices

Starting Day 1,
what do our
students **need**?



What skills
do we need
to **teach**?



Where are more
students
struggling?





Questions?

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Connect With Us

For more information on Tennessee TSC and TN-TAN, connect with us online, over email, or on social media.



Website

tennesseetsc.org

Newsletter



**Social
Media**

[@tennesseetsc](https://twitter.com/tennesseetsc)

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