

The State of New Mexico
Student Assistance Team Manual

June, 2004

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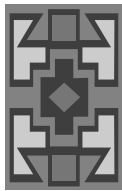


Table of Contents

Foreword

An Introduction to the Three-Tiered Model of Student Intervention 3–4



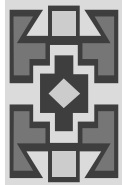
Part 1: Overview

SAT Purpose and Mission/Definitions of Terms 5–6

Federal and State Mandates 6–8

IDEA and Section 504; NMAC 6.31.2.10 C; Statute 22–1–1.2; Statute 22–2C–6

Questions and Answers about Mandates and Best Practices 8–10



Part 2: The Student Assistance Team (SAT)

Introduction and Who Comprises the Team 10–11

Procedural Guidelines for SATs 11–13



Part 3: Addressing Student Individual Needs: Three-Tiered Model

Tier I: General Screening (for all students)

Explanation of Procedures 14

Flowchart 15



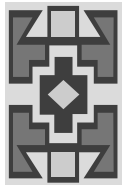
Tier II: SAT Child Study Process

Explanation of Procedures, Considerations, Intervention Plans 16–28

Evaluating and Choosing Appropriate Interventions 27

Follow-Up and Determination of Further Referral 28–30

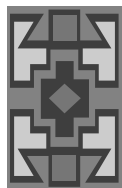
Flowchart 31



Tier III: The Multidisciplinary Evaluation Process

Explanation of Process 32–33

Flowchart 34



Part 4: SAT Interventions

Traits of Successful Interventions 35

Sample Accommodations in Seven Major Student Areas of Need 36–42

1) Attention Problems/Inability to Focus 36

2) Difficulty Completing Assignments/Homework 37

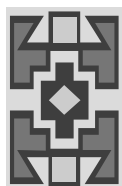
3) Organizational Skills Deficits 38

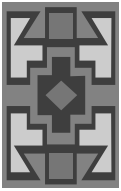
4) Difficulty Following Directions 39

5) Exhibiting Inappropriate Behavior 40

6) Immature Social & Interpersonal Skills 41

7) Problems with Language Fluency—Speaking, Writing, Listening 42





Sample Teacher Strategies for Accommodation 43–46
 PRESENTATION: Alternate Methods of Presenting Lessons and Materials..... 43
 PHYSICAL ENVIRONMENT: Structuring the Classroom Environment 44
 MATERIALS: Strategies for Adapting Student and Teacher Materials 45
 INSTRUCTION: Helping Students Acquire Skills in the Regular Classroom 46



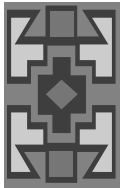
Part 5: Other SAT Responsibilities

SAT Responsibility Regarding Retention and Promotion 47–48
 Flowchart Grades 1–7 49
 Flowchart Grade 8 50
 Section 504 Accommodation and Referrals to Other Programs 51–53



Part 6: Data Collection & Record Keeping—Reproducible Forms

SAT Referral Packet 54–59
 Notice of and Invitation to Parent or Guardian of the SAT Meeting 60
 Student Observation Form 61–62
 SAT Meeting Summary Form 63–67
 SAT Intervention Plan 68
 SAT Intervention Progress Report and Follow-Up Form 69
 Academic Improvement Plan 70–71
 Section 504 Accommodation Plan 72–73
 SAT Log 74–75





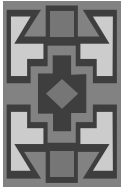
Foreword

An Introduction to the Three-Tiered Model of Student Intervention



The Three-Tiered Design Model

Three-tiered model of intervention is a term borrowed from public health treatment models that focus on early intervention. Simply put, it is a model consisting of three well-defined and separate processes running on different levels within a system. This principle has been applied to develop a model of student intervention for school-aged students. The model has three distinct levels, or **tiers**, of interventions that account for **all** students within a learning system. Each tier encompasses a layer of intervention or instruction that responds to student needs. As a student has more intense learning or behavioral needs, he or she may progress to the next tier that provides more intense intervention.



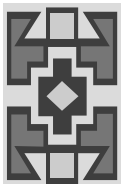
Tier I—General Screening and Quality Instruction

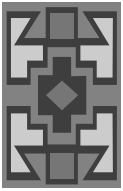
Tier I provides primary intervention in the form of general screening and quality classroom instruction to **all** students. The majority (80–90%) of school-aged students will respond successfully to quality instruction in the regular education classroom at this level. A teacher may recognize that a student is either struggling to learn the standard curriculum, working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the regular education classroom. At that point, the teacher tries classroom-based interventions. In some cases, a student will demonstrate little or no positive response to the teacher’s informal interventions. Or, general screening procedures will indicate a need. At that point, the student is referred to Tier II.



Tier II—Child Study Process

Tier II is designed to provide secondary intervention through early identification and assistance for a small percentage (5–10%) of students who are performing above or below standards in academics and/or behavior. Interventions for these students either are provided as targeted individual interventions in one or more areas (such as through a **SAT Intervention Plan** designed by the Student Assistance Team (SAT) as described in this manual) or through a specialized school program that includes small group instruction. Tier II interventions are provided **in addition to** the quality instruction provided in Tier I. The interventions are designed to prevent or alleviate challenges a student may be facing. These interventions may be short-term or they may continue for an entire school year.





The ultimate goal is to assist the student in succeeding within the regular education setting with the standard curriculum. In spite of a school’s best efforts at delivering quality Tier I instruction and Tier II interventions, a few students may not demonstrate a significant and positive response to intervention. In those cases, those students may move to Tier III.



Tier III—Multidisciplinary Evaluation



Students referred to Tier III require a multidisciplinary evaluation to determine their need for services at this level. Tier III serves a very small percentage of students (1–5 %) who demonstrate a need for an individualized program to accommodate their learning or behavioral needs. Special education teachers, related service providers, and regular education teachers provide Tier III interventions that consist of specially designed instruction and supplementary aids and services. Tier III interventions are provided to a student through an Individualized Education Program (IEP). The goal of Tier III is for the student to be successfully involved in and progress in the general education curriculum, and achieve the goals in his or her IEP.



The Three-Tier Model of Student Intervention

