

Data-Informed Decision Making

Question 1: High Risk for Externalizing Behaviors (SRSS-E7) - Tier 3 Interventions

Mrs. Jones's high implementation integrity and her proactive strategies could mean that she is addressing & containing students' behaviors without escalating them to substantial formal referrals.

Data Analysis: Students Identified: Robert Shaftoe, William Bevins

Student ID 122358 (Robert Shaftoe) **:

- He has **12** SRSS-Externalizing (SRSS-E7) and **5** SRSS-Internalizing (SRSS-I5)
- **Additional Data Points:**
 - **5 Days Missed, 6 Nurse Visits, and 2 Tardies** – There are 0 Office Discipline Referrals but the 6 Nurse visits and 5 days missed along with his SRSS-E7 and SRSS-I5 scores highlights internalizing behavior, suggest that he may be struggling with consistent attendance and punctuality, anxiety and other internal struggles, which could be a passive externalizing behavior, indicating some disengagement from school, which could reflect either avoidance or a lack of motivation, supporting the need for a Tier 3 intervention.
- Robert has high Reading and Math risk (labeled “HIGH”)
 - ‘Fall Reading composite Risk level (Fluency, Comprehension, and vocabulary), and
 - ‘Fall Math composite Risk level (concepts and application).
 - Academic stress and his poor performance could be driving his behaviors. This would mean his externalizing behaviors (avoidance, mild defiance, or disengagement) are symptoms of a deeper issue rather than intentional misbehavior.
- **Intervention Plan/Recommendations:**
 - **Behavioral Interventions (Tier 3) with Emotional Support:** For Robert Shaftoe, a multi-component approach integrating Functional Assessment-Based Instruction (to identify and assess the triggers and maintaining functions of a student's behavior and provide structured data that can guide intervention planning and implementation), Check-In/Check-Out (CICO structures the school day through engagement, regular check-ins, and goal setting) creates a comprehensive support system. In the meantime, while performing the FABI, as a first attempt to meet his needs, Relaxation techniques along with CICO will empower Robert with immediate coping strategies to manage anxiety-related behaviors while fostering motivation and growth.

- **Tier 3 Intensive Academic Interventions paired with Low-Intensity Supports – Behavior Specific Praise:**
 - Pair a behavioral intervention (break cards) with Tier 3 Intensive Skill Instruction in Reading (Fluency, Comprehension, and Vocabulary, Phonics/PA-focused) small group/individualized instruction
 - Pair a behavioral intervention (breaks cards) with Intensive Skill instruction and academic support with visual aids in math, such as a math-focused tutoring group.
- **Additional Data Sources:**
 - Regularly monitor office discipline referrals, attendance support, and nurse visits to assess if his behavior interventions are improving his engagement in class.
- **Parent Engagement:** It may be helpful to involve Robert’s parents to understand any potential health or other factors contributing to his tardiness, nurse visits, and days missed so that adequate steps can be taken to fix it. Also engaging his parents in discussions about his challenges and progress in reading and math can create a support system at home. Parents can help reinforce the strategies he learns in his interventions, creating a consistent support network for Robert.

Student ID 122358 (William Bevins)*:

1. He has **13** SRSS-Externalizing (SRSS-E7) and **3** SRSS-Internalizing (SRSS-I5)
2. **Additional Data Points:**
 - There is only 1 Office Discipline Referrals but the 3 Days Missed, 6 Nurse Visits, 2 Tardies (highlights his internalizing behavior), along with his SRSS-E7 and SRSS-I5 scores suggest that he may be struggling with consistent attendance and punctuality, anxiety and other internal struggles, which could be a passive externalizing behavior, indicating some avoidance, mild defiance, or disengagement from school, which are symptoms of a deeper issue rather than intentional misbehavior - supporting the need for a Tier 3 intervention.
3. **Intervention Plan/Recommendations:**
 - **Behavioral Interventions (Tier 3) with Emotional Support:** For William, a multi-component approach integrating Functional Assessment-Based Instruction (to identify and assess the triggers and maintaining functions of a student's behavior and provide structured data that can guide intervention planning and implementation), Check-In/Check-Out (CICO structures the school day through engagement, regular check-ins, and goal setting) creates a comprehensive support system. In the meantime, while performing the FABI, as a first attempt to meet his needs, Relaxation techniques along with CICO

will empower William with immediate coping strategies to manage anxiety-related behaviors while fostering motivation and growth.

- **Additional Data Sources:**

1. Regularly monitor office discipline referrals, attendance, and nurse visits to assess if his behavior interventions are improving his engagement in class.
2. **Parent Engagement:** It may be helpful to involve William's parents to understand any potential health or other factors contributing to his tardiness, nurse visits, and days missed so that adequate steps can be taken to fix it. Parents can help reinforce the strategies he learns in his interventions, creating a consistent support network for William.

Question 2: Moderate Risk for Internalizing Behaviors (SRSS-I5) - Tier 2 Interventions

Data Analysis: Students Identified: Maya Brooks, William Bevins, John Greenwood, and John West.

Student ID 122295 (Maya Brooks):

- She has **3 SRSS-Internalizing (SRSS-I5) - Moderate risk.**
- **Additional Data Points:**
 - **Oral Reading Fluency (1–10th percentile, High Risk), Reading Comprehension (11–25th percentile, Moderate Risk), and Fall Reading Composite Risk Level (Moderate Risk):** Maya's oral reading fluency score places her in the high-risk range, indicating she struggles significantly with reading fluency relative to her peers. Her moderate risk in reading comprehension suggests that while she may understand some of what she reads, she likely struggles with more complex texts. This composite score reflects her overall reading challenges, further reinforcing the idea that reading is a significant area of difficulty for her. Fluency and comprehension difficulties can be discouraging and often lead to frustration, impacting her self-esteem and contributing to anxiety, reading task avoidance as she's struggling to keep up in class.
 - **Fall Number Comparison Fluency (11–25th percentile, Moderate Risk):** The moderate risk in math fluency suggests she may also experience some challenges in math, particularly in skills that require quick and accurate comparison of numbers. While not as severe as her reading difficulties, this could still be a source of academic stress, contributing to her internalizing behaviors.
 - **4 Nurse Visits, and 1 Tardy:** There are no Office Discipline Referrals (ODR) or days missed but the 4 Nurse visits and 1 day tardy shows signs that could indicate mild but noteworthy struggles with internalizing issues (anxiety & stress – challenging tasks,

or low self-esteem manifesting as physical symptoms) - supporting the need for a Tier 2 intervention.

- **Intervention Plan:**

- **Behavioral Intervention (Tier 2):** As a first attempt to meet her needs, *Check-In/Check-Out (CICO)* program will help to support engagement and reduce isolation. This could help her feel more connected and supported throughout the day, potentially reducing the need for nurse visits.
- **Tier 2 Reading and Math Interventions paired with Low-Intensity Supports – Behavior Specific Praise:** Pair a behavioral intervention - break cards, and intentional low-intensity supports – Behavior specific praise to keep Maya motivated and engaged with small group reading fluency and Comprehension intervention to support literacy skills. Programs like *Guided Reading* or *Read Naturally* might help her build foundational reading skills, which in turn could reduce her anxiety around reading tasks. She may also benefit from a targeted math skill-focused tutoring group and academic support in math (number comparison Fluency) with visual aids and manipulatives
- **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
- **Parent Engagement:** It may be helpful to involve Maya's parents to understand any potential health or other factors contributing to her tardiness and nurse visits so that adequate steps can be taken to fix it. Also engaging her parents in discussions about her challenges and progress in reading and math can create a support system at home. Parents can help reinforce the strategies she learns in her interventions, creating a consistent support network for Maya.

Student ID 122417 (William Bevins) *: Please refer to Question 1

Student ID 122231 (John Greenwood):

1. **Moderate risk for internalizing behaviors:** He has 3 SRSS-Internalizing (SRSS-I5)

2. **Additional Data Points:**

- **Fall Vocabulary (11–25th percentile, Moderate Risk):** John's moderate risk in vocabulary suggests that he may struggle with language comprehension, which is a foundational skill that supports both reading and general academic understanding. While this is not an extreme risk, it could affect his overall academic confidence and comprehension in various subjects, contributing to internalizing behaviors if he feels unable to keep up or fully understand instructions.
- **11 Nurse Visits, and 2 Days missed:** There are no Office Discipline Referrals (ODR) or tardies but 2 SRSS-E7 & 3 SRSS-I5, the 11 Nurse visits and 2 days missed shows

signs that could indicate mild but noteworthy struggles with internalizing issues (anxiety, stress, or low self-esteem, manifesting as physical symptoms), supporting the need for a Tier 2 intervention/support in both social-emotional and academic areas to reduce his stress levels.

3. Intervention Plan:

- **Social-Emotional Intervention (Tier 2):** As a first attempt to meet his needs, *Check-In/Check-Out (CICO)*, *relaxation training* program will help to support engagement and reduce isolation. (regular check in on his well-being, set goals, and reinforce positive coping skills), especially if his internalizing behaviors are linked to coping problems (anxiety, low self-esteem). This could help John feel more connected and supported throughout the day, potentially reducing the need for nurse visits.
- **Tier 2 Vocabulary and Language Support with Low-Intensity Supports – Behavior Specific Praise:** Given his moderate vocabulary risk, pair a behavioral intervention (*break cards*) with small group vocabulary instruction or targeted language-building activities could help reinforce foundational skills, boosting his confidence in academic settings. Addressing this area may alleviate some of the anxiety he feels if language comprehension is a source of stress.
- **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
- **Parent Engagement:** It may be helpful to involve John's parents to understand any potential health or other factors contributing to his nurse visits, and days missed so that adequate steps can be taken to fix it. Also engaging his parents in discussions about his challenges and progress in reading can create a support system at home. Parents can help reinforce the strategies he learns in his interventions, creating a consistent support network for John.

Student ID 122188 (John West):

1. **Moderate risk for internalizing behaviors:** He has 2 SRSS-Internalizing (SRSS-I5).

2. Additional Data Points:

- **Fall Number Comparison Fluency (11–25th percentile, Moderate Risk):** The moderate risk in math fluency suggests she may also experience some challenges in math, particularly in skills that require quick and accurate comparison of numbers. While not as severe as her reading difficulties, this could still be a source of academic stress, contributing to her internalizing behaviors.
- **1 Nurse Visits, and 3 Days missed:** There are no Office Discipline Referrals (ODR) or tardies, but the 1 Nurse visits and 3 days missed shows signs that could indicate mild but noteworthy struggles (anxiety, stress, or low self-esteem, manifesting as

physical symptoms), supporting the need for a Tier 2 intervention/support in both social-emotional and academic areas to reduce his stress levels.

3. Intervention Plan:

- **Social-Emotional Intervention (Tier 2):** As a first attempt to meet his needs, *Check-In/Check-Out* (regular check in on his well-being, set goals, and reinforce positive coping skills), *relaxation training* program will help to support engagement and reduce isolation, especially if his internalizing behaviors are linked to coping problems (anxiety, low self-esteem). This could help John feel more connected and supported throughout the day, potentially reducing the need for nurse visits.
- **Tier 2 Math Fluency Support with Behavior intervention/ and Low-Intensity Supports – Behavior Specific Praise:** Given his moderate math comparison risk, pair a behavioral intervention (break cards) with a targeted skill and academic support in math (number comparison Fluency), such as a math-focused small group/individualized tutoring group with visual aids. Addressing this area may could help reinforce foundational skills and thus alleviate some of the anxiety he feels.
- **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
- **Parent Engagement:** It may be helpful to involve John's parents to understand any potential health or other factors contributing to his nurse visits, and days missed so that adequate steps can be taken to fix it. Also engaging his parents in discussions about his challenges and progress in math can create a support system at home. Parents can help reinforce the strategies he learns in his interventions, creating a consistent support network for John.

Question 3: High Risk for Internalizing Behaviors (SRSS-I5) - Tier 3 Interventions

Data Analysis: Students Identified: Addison Campbell, Robert Shaftoe

Student ID 122358 (Addison Campbell):

- He has 6 SRSS-Internalizing (SRSS-I5) - high risk for internalizing behaviors.
- **Additional Data Points:**
 - 4 Days Missed, 4 Tardies, and 2 SRSS-E7 – There are no Office Discipline Referrals (ODR) and Nurse visits, but 4 days missed and 4 tardies (suggest he may be struggling with consistent attendance and punctuality), indicating some disengagement from school, which could reflect either avoidance or a lack of motivation, supporting the need for a Tier 3 intervention. Rather than actively

disrupting the classroom, he might be withdrawing by avoiding school altogether, which is contributing to his low SRSS-E7 scores.

- **Intervention Plan/Recommendations:**

- **Social-Emotional Interventions (Tier 3):** For Addison Campbell, a multi-component approach integrating Functional Assessment-Based Intervention (FABI - to identify and assess the triggers and maintaining functions of a student's behavior and provide structured data that can guide intervention planning and implementation), Check-In/Check-Out (CICO structures the school day through engagement, regular check-ins, and goal setting) creates a comprehensive support system for addressing *severe internalizing behaviors, anxiety, and isolation* and to support engagement. In the meantime, while performing the FABI, as a first attempt to meet his needs, Relaxation techniques along with CICO will empower Addison with immediate coping strategies to manage anxiety-related behaviors and isolation while fostering motivation and growth.
- **Additional Data Sources:**
 - Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
 - **Parent Engagement:** It may be helpful to involve Addison's parents to understand any potential health or other factors contributing to his tardiness, and days missed so that adequate steps can be taken to fix it. Parents can help reinforce the SEL strategies he learns in his interventions, creating a consistent support network for him.

Student ID 122358 (Robert Shaftoe) **::

Question 4: Remaining Students at Risk in Academic Areas Without Current Interventions

Data Analysis: Students Identified: James Cole, Tony Turner, Lily Perry, Vanessa Fowler, Julia Hawkins, Edith Meyers, Reid Martin, Karl Heinz

Student ID 122352 (James Cole):

- **Oral Reading Fluency (1–10th percentile, High Risk), Reading Comprehension (11–25th percentile, Moderate Risk), Fall Reading Composite (11–25th percentile, Moderate Risk), and Fall Reading Composite Risk Level (High Risk):** James's oral reading fluency score places him in the high-risk range, indicating he has substantial difficulty with reading fluency relative to his peers. His moderate risk in reading in general and in reading comprehension and is overall composite score suggests that while he may understand some of what he reads, he likely struggles with more complex texts, and this could lead to frustration, impacting his confidence and increasing anxiety, contributing to his **moderate externalizing behaviors (SRSS-E7**

- 4). This would mean his externalizing behaviors are symptoms of a deeper issue rather than intentional misbehavior.
- **Fall Math Composite Application (1–10th percentile, High Risk) and Fall Concepts and Application (1–10th percentile, High Risk):** James's math scores place him in the high-risk category in key areas, particularly in skills that require quick and accurate comparison of numbers, indicating that he struggles with both math applications (i.e., using math in problem-solving contexts) and basic concepts. While not as severe as his reading difficulties, being in the lowest percentile for both could still be a source of academic stress, which may further impact his engagement and confidence in academic tasks. This could be exacerbating his avoidance behaviors as he encounters tasks, he finds difficult or stressful.
 - These challenges reinforce **the need for Tier 3 intensive support in both reading and math**, as his gaps in these areas are likely affecting his participation and engagement in the classroom.
 - **Additional Data Points:**
 - **1 Nurse Visits, 1 Office Dismissal Referral (ORD):** The nurse visit may reflect a subtle way of escape to find temporary relief from stress, anxiety, or low self-esteem, particularly if he feels overwhelmed in class due to challenging academic tasks, social interactions, or overwhelming classroom dynamics, without being openly disruptive.
 - **7 Tardies, and 5 Days Missed:** Frequent tardies and missed days further signal disengagement and possibly school avoidance. Being late or absent often correlates with students who feel disconnected or anxious about school, especially if they expect to encounter tasks, they find challenging or discouraging. This absenteeism is another indication of his need for additional support to re-engage him with learning.
 - **Intervention Plan:**
 - **Tier 2 Behavioral Intervention:** *Check-In/Check-Out (CICO)* with Functional Assessment-Based Intervention program (FABI - to identify and assess the triggers and maintaining functions of a student's behavior and provide structured data that can guide intervention planning and implementation) to support engagement and reduce isolation. CICO could help him feel more connected and supported throughout the day, with an opportunity to set daily goals and check in with a trusted adult, offering him positive reinforcement for engaging with challenging tasks. In the meantime, while performing the FABI, as a first attempt to meet his needs, Relaxation techniques along with CICO will empower James to cope, especially if his internalizing behaviors are linked to low-esteem and anxiety issues.
 - **Tier 3 Academic Intervention with Low-Intensity Supports – Behavior Specific Praise:**

- **Intensive Reading Intervention:** Pair a behavioral intervention (behavior specific praise, and break cards) with an intensive reading intervention focused on fluency and comprehension, such as a small-group or one-on-one intervention that provides targeted support, would help him improve his reading skills. Programs like *Guided Reading* or *Read Naturally* might help her build foundational reading skills, which in turn could reduce her anxiety around reading tasks.
- **Intensive Math Intervention:** His high-risk scores in both math applications and concepts indicate that he would benefit from an intensive math intervention paired with behavior specific praise, and break cards. A program targeting foundational math skills, possibly using manipulatives and visual aids, could help him build confidence and reduce the anxiety associated with math tasks.
- **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
- **Parental Involvement:** Engaging James's parents in discussions about his challenges and progress in reading and math can create a support system at home. Parents can help reinforce the strategies he learns in his interventions, creating a consistent support network for James. Further it will be very helpful to discuss the reason behind his tardiness and school days missed so that adequate steps can be taken to fix it.

Student ID 122411 (Tony Turner):

- **Oral Reading Fluency (1–10th percentile, High Risk), Reading Comprehension (11–25th percentile, Moderate Risk), Fall Reading Composite (11–25th percentile, Moderate Risk), and Fall Reading Composite Risk Level (Moderate Risk):** Tony's oral reading fluency score places him in the high-risk range, indicating he has substantial difficulty with reading fluency relative to his peers. His moderate risk in reading in general and in reading comprehension and is overall composite score suggests that while he may understand some of what he reads, he likely struggles with more complex texts, and this could lead to frustration. Fluency and comprehension difficulties can be discouraging and often lead to frustration, impacting his confidence and increasing anxiety, contributing to his **mild externalizing behaviors** (SRSS-E7 score of 2 - avoidance, mild defiance, or disengagement) as he avoids his reading tasks particularly if he's struggling to keep up in class. This would mean his externalizing behaviors are symptoms of a deeper issue rather than intentional misbehavior.
- **Fall Math Composite Application (1–10th percentile, High Risk) and Fall Concepts and Application (1–10th percentile, High Risk):** Tony's math scores place

him in the high-risk category in key areas, particularly in skills that require quick and accurate comparison of numbers, indicating that he struggles with both math applications (i.e., using math in problem-solving contexts) and basic concepts. While not as severe as his reading difficulties, being in the lowest percentile for both could still be a source of academic stress, which may further impact his engagement and confidence in academic tasks. This could be exacerbating his avoidance behaviors as he encounters tasks, he finds difficult or stressful.

- These challenges reinforce **the need for Tier 3 intensive support in math and Tier 2 targeted reading support**, as his gaps in these areas are likely affecting his participation and engagement in the classroom.
- **Additional Data Points:**
 - **3 Nurse Visits:** The nurse visit may reflect a subtle way of escape to find temporary relief from stress, anxiety, or low self-esteem, particularly if he feels overwhelmed in class due to challenging academic tasks, social interactions, or overwhelming classroom dynamics, without being openly disruptive.
 - **1 Tardies, and 3 Days Missed:** Frequent missed days and tardies further signal disengagement and possibly school avoidance. Being late or absent often correlates with students who feel disconnected or anxious about school, especially if they expect to encounter tasks, they find challenging or discouraging. This absenteeism is another indication of his need for additional support to re-engage him with learning.
- **Intervention Plan:**
 - **Tier 2 Behavioral Intervention (Tier 2):** As a first attempt to meet his needs, *Check-In/Check-Out* (regular check in on his well-being, set goals, and reinforce positive coping skills) program will help to support engagement and reduce isolation, especially if his internalizing behaviors are linked to coping problems (anxiety, low self-esteem). This could help Tony feel more connected and supported throughout the day, with an opportunity to set daily goals and check in with a trusted adult, offering him positive reinforcement for engaging with challenging tasks.
 - **Academic Intervention with Low-Intensity Supports – Behavior Specific Praise:**
 - **Tier 2 Targeted Reading Intervention:** Pair a behavioral intervention (behavior specific praise, and break cards) with a targeted reading intervention focused on fluency and comprehension, such as a small-group intervention that provides targeted support, would help improve his reading skills. Programs like *Guided Reading* or *Read Naturally* might help him build foundational reading skills, which in turn could reduce his anxiety around reading tasks.

- **Intensive Math Intervention:** His high-risk scores in both math applications and concepts indicate that he would benefit from an intensive math intervention paired with behavior specific praise, and break cards. A program targeting foundational math skills, possibly using manipulatives and visual aids, could help him build confidence and reduce the anxiety associated with math tasks.
- **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
- **Parent Engagement:** It may be helpful to involve Tony's parents to understand any potential health or other factors contributing to his tardiness, nurse visits, and days missed so that adequate steps can be taken to fix it. Also engaging his parents in discussions about his challenges and progress in reading and math can create a support system at home. Parents can help reinforce the strategies he learns in his interventions, creating a consistent support network for Tony.

Student ID 122802 (Lily Perry):

- **Oral Reading Fluency (11–25th percentile, Moderate Risk), Nonsense word Fluency (1–10th percentile, High Risk), Vocabulary (1–10th percentile, High Risk), Reading Comprehension (11–25th percentile, Moderate Risk), Fall Reading Composite (11–25th percentile, Moderate Risk), and Fall Reading Composite Risk Level (Moderate Risk):** Lily's nonsense word fluency and vocabulary score places her in the high-risk range, indicating she has substantial difficulty with fluency and vocabulary knowledge relative to her peers. which is a foundational skill that supports both reading and general academic understanding, suggesting that she may struggle with language comprehension. Her moderate risk in oral reading fluency and in reading comprehension and her overall composite score suggests that while she may understand some of what she reads, she likely struggles with more complex texts, and this could lead to frustration. Fluency and comprehension difficulties can be discouraging and often lead to frustration, impacting her confidence and increasing anxiety, contributing to his **moderate externalizing behaviors (SRSS-E7 - 5 - avoidance, mild defiance, or disengagement)**.
- **Mental Computation Fluency (1–10th percentile, High Risk), Number Comparison Fluency (11–25th percentile, Moderate Risk), Fall Concepts and Application (11–25th percentile, Moderate Risk), Math Composite (1–10th percentile, High Risk), Math Composite Risk Level (High Risk):** Lily's math scores place her in the high-risk category in key areas, particularly in skills that require quick and accurate computation of numbers, indicating that she struggles with both math applications (i.e., using math in problem-solving contexts) and basic concepts. While not as severe as her reading difficulties, being in the lowest

- percentile for both could still be a source of academic stress, which may further impact her engagement and confidence in academic tasks. This could be exacerbating her avoidance behaviors as she encounters tasks that she finds difficult or stressful.
- These challenges reinforce **the need for Tier 3 intensive support in math and Tier 2 targeted support in reading**, as her gaps in these areas are likely affecting her participation and engagement in the classroom.
 - **Additional Data Points:**
 - **6 Nurse Visits:** These frequent nurse visit may reflect her need to escape to find temporary relief from stress, anxiety, or low self-esteem, particularly if she feels overwhelmed in class due to challenging academic tasks, social interactions, or overwhelming classroom dynamics, without being openly disruptive.
 - **3 Tardies, and 3 Days Missed:** Frequent missed days and tardies further signal disengagement and possibly school avoidance. Being late or absent often correlates with students who feel disconnected or anxious about school, especially if they expect to encounter tasks, they find challenging or discouraging. This absenteeism is another indication of her need for additional support to re-engage her with learning.
 - **Intervention Plan:**
 - **Tier 2 Behavioral Intervention:** For Lily, a multi-component approach integrating Functional Assessment-Based Intervention (FABI - to identify and assess the triggers and maintaining functions of a student's behavior and provide structured data that can guide intervention planning and implementation), Check-In/Check-Out (CICO structures the school day through engagement, regular check-ins, and goal setting) and social skills instruction (provides a foundational skill set) creates a comprehensive support system for addressing *anxiety, isolation* and to support engagement. As a first attempt to meet her needs, CICO *and relaxation training* can also be beneficial, especially if her internalizing behaviors are linked to self-confidence issues.
 - **Tier 3 Math Intensive Intervention and Tier 2 Targeted reading Intervention with Low-Intensity Supports – Behavior Specific Praise:**
 - **Tier 2 Targeted Reading Intervention (Vocabulary and Language Support with Low-Intensity support: Behavior Specific Praise):** Pair a behavioral intervention (behavior specific praise, and break cards) with a targeted reading intervention focused on vocabulary, fluency and comprehension or targeted language-building activities to help reinforce foundational skills, boosting her confidence in academic settings. A small-group or one-on-one intervention that provides targeted support, would help improve her reading skills. Programs like *Guided Reading* or *Read Naturally*

might help her build foundational reading skills, which in turn could reduce her anxiety around reading tasks. Addressing this area may alleviate some of the anxiety she feels if language comprehension is a source of stress.

- **Tier 3 Intensive Math Intervention (with Low-Intensity support: Behavior Specific Praise):** Her high-risk scores in both math applications, computation, and concepts indicate that she would benefit from an Intensive intervention paired with behavior specific praise, and break cards. A program targeting foundational math skills, possibly using manipulatives and visual aids, could help her build confidence and reduce the anxiety associated with math tasks.
- **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
- **Parental Involvement:** Engaging Lily's parents in discussions about her challenges and progress in reading and math can create a support system at home. Parents can help reinforce the strategies she learns in her interventions, creating a consistent support network for her. Further it will be very helpful to discuss the reason behind her tardiness and school days missed so that adequate steps can be taken to fix it.

Student ID 122308 (Vanessa Fowler):

- **Nonsense word Fluency (11-25th percentile, Moderate Risk):** Nonsense Word Fluency (NWF) assesses foundational reading skills, specifically Vanessa's ability to decode unfamiliar or "nonsense" words. A score in the 11–25th percentile suggests moderate difficulties with decoding skills, which can impact and slow down her overall reading development and comprehension, potentially impacting her performance across subjects that require reading. This can be discouraging and often lead to frustration, impacting her confidence and increasing anxiety, contributing to her **mild internalizing behaviors of avoidance & disengagement behaviors**.
- **Number Comparison Fluency (11–25th percentile, Moderate Risk), Math Composite (11–25th percentile, Moderate Risk), Math Composite Risk Level (Moderate Risk):** Vanessa's moderate risk in Number Comparison Fluency and her overall math composite score indicate that she has some foundational difficulties in math. Number Comparison Fluency assesses her ability to quickly and accurately compare numbers, which is a fundamental skill for many math concepts. Her moderate math composite score suggests that while she may grasp some math concepts, she likely struggles with more complex or timed tasks. This could still be a source of academic stress, which may further impact her engagement, confidence in academic tasks, and exacerbating her avoidance behaviors.

- These challenges reinforce **the need for Tier 2 support in math**, as her gaps in these areas are likely affecting her participation and engagement in the classroom.
- **Additional Data Points:**
 - **12 Nurse Visits:** This high number of nurse visits, especially without accompanying Office Discipline Referrals (ODRs), can indicate internalizing behaviors such as anxiety or stress. Vanessa may be using nurse visits as a coping mechanism to temporarily escape from stressful or challenging situations in the classroom, such as reading or math tasks where she feels less confident. The visits could be a way of managing or avoiding tasks that make her uncomfortable, rather than displaying overt disruptive behavior.
 - **5 Tardies, and 1 Day Missed:** Frequent tardies could suggest that Vanessa is not fully engaged with school or is apprehensive or anxious about facing challenging academic tasks. Tardiness can sometimes be an avoidance strategy. The one day missed may not be highly significant on its own but could contribute to her overall disengagement pattern.
- **Intervention Plan:**
 - **Tier 2 Behavioral Intervention: *Check-In/Check-Out (CICO)*:** As a first attempt to meet Vanessa's frequent nurse visits and tardies, CICO intervention (where she would regularly check in with a trusted adult at the start and end of the day, and goal setting) integrated with Direct Behavior Rating (DBR – to quickly track behavior data to refine interventions) program will be beneficial to support engagement and reduce isolation. CICO can help her feel supported and connected, which may reduce her need to visit the nurse frequently as an escape mechanism. *Relaxation training* can also be beneficial for Vanessa, especially if her internalizing behaviors are linked to anxiety and self-esteem issues, focusing on anxiety management and resilience-building.
 - **Tier 2 Targeted Math Intervention with and Low-Intensity Supports – Behavior Specific Praise:** Given her moderate risk in Number Comparison Fluency and the overall math composite score, a Tier 2 targeted math intervention that focuses on basic number sense and comparison skills would be beneficial. Structured, hands-on math activities with visual supports that reinforce number relationships could help her strengthen foundational math skills and build confidence.
 - **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
 - **Parental Involvement:** Engaging Vanessa's parents in discussions about his challenges and progress in reading and math can create a support system at home.

Parents can help reinforce the strategies she learns in her interventions, creating a consistent support network for her. Further it will be very helpful to discuss the reason behind her tardiness and school days missed so that adequate steps can be taken to fix it.

Student ID 122334 (Julia Hawkins):

- **Nonsense word Fluency (11-25th percentile, Moderate Risk):** Nonsense Word Fluency (NWF) assesses foundational reading skills, specifically Julia's ability to decode unfamiliar or "nonsense" words. A score in the 11–25th percentile suggests moderate difficulties with decoding skills, which can impact and slow down her overall reading development and comprehension, potentially impacting her performance across subjects that require reading. This can be discouraging and often lead to frustration, impacting her confidence and increasing anxiety, contributing to her **mild internalizing behaviors of avoidance & disengagement behaviors**.
- **Mental Computation Fluency (11–25th percentile, Moderate Risk), Number Comparison Fluency (11–25th percentile, Moderate Risk), Math Composite Risk Level (Moderate Risk):** Julia's moderate risk in Number Comparison and Computation Fluency and her overall math composite score indicate that she has some foundational difficulties in math, particularly in skills that require quick and accurate comparison and computation of numbers, indicating that she struggles with both math applications. Her moderate math composite score suggests that while she may grasp some math concepts, she likely struggles with more complex or timed tasks. This could still be a source of academic stress, which may further impact her engagement, confidence in academic tasks, and exacerbating her avoidance behaviors.
- These challenges reinforce **the need for Tier 2 support in both reading and math**, as her gaps in these areas are likely affecting her participation and engagement in the classroom.
- **Additional Data Points:**
 - **4 Nurse Visits:** This number of nurse visits, especially without accompanying Office Discipline Referrals (ODRs), can indicate internalizing behaviors such as anxiety or stress. Julia may be using nurse visits as a coping mechanism to temporarily escape from stressful or challenging situations in the classroom, such as reading or math tasks where she feels less confident.
 - **9 Tardies, and 1 Day Missed:** Frequent tardies could suggest that Julia is not fully engaged with school or is apprehensive or anxious about facing challenging academic tasks. Tardiness can sometimes be an avoidance strategy. The one day missed may not be highly significant on its own but could contribute to her overall disengagement pattern.

- **Intervention Plan:**

- **Tier 2 Behavioral Intervention: *Check-In/Check-Out (CICO)*:** As a first attempt to meet Julia's frequent nurse visits and tardies, CICO intervention (where she would regularly check in with a trusted adult at the start and end of the day, and goal setting) program paired with *relaxation training* can be beneficial to support engagement and reduce isolation, especially if her internalizing behaviors are linked to anxiety and self-esteem issues, focusing on anxiety management and resilience-building.
- **Tier 2 Targeted Math Intervention with Behavior intervention/ and Low-Intensity Supports – Behavior Specific Praise:** Given her moderate risk in Number Comparison and mental computation Fluency and the overall math composite score, a Tier 2 targeted math intervention paired with behavior specific praise, and break cards, that focuses on basic number sense and comparison skills would be beneficial. Structured, hands-on math activities with visual supports that reinforce number relationships could help her strengthen foundational math skills and build confidence.
- **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
- **Parent Engagement:** It may be helpful to involve Julia's parents to understand any potential health or other factors contributing to her tardiness and nurse visits so that adequate steps can be taken to fix it. Also engaging her parents in discussions about her challenges and progress in reading and math can create a support system at home. Parents can help reinforce the strategies she learns in her interventions, creating a consistent support network for James. They can also reinforce any academic and SEL strategies she learns at school.

Student ID 122633 (Reid Martin):

- **Mental Computation Fluency (1–10th percentile, High Risk), Math Composite Risk Level (Moderate Risk):** Reid's high risk in Mental Computation Fluency and his overall moderate math composite score indicate that he has some foundational difficulties in math, particularly in skills that require quick and accurate computation of numbers, indicating that he struggles with math applications. His moderate math composite score suggests that while he may grasp some math concepts, he likely struggles with more complex or timed tasks. This could still be a source of academic stress, which may further impact his engagement, confidence in academic tasks, and exacerbating his avoidance behaviors.
- These challenges reinforce **the need for Tier 2 support in math**, as his gaps in these areas are likely affecting his participation and engagement in the classroom.
- **Additional Data Points:**

- **1 Nurse Visits:** Reid may be using nurse visits as a coping mechanism to temporarily escape from stressful or challenging situations in the classroom, such as math tasks where he feels less confident.
- **Intervention Plan:**
 - **Tier 2 Targeted Math Intervention with Behavior intervention/ and Low-Intensity Supports – Behavior Specific Praise:** Given Reid's moderate risk in Number Computation Fluency and the overall math composite score, as a first attempt to target his needs, pair a behavioral intervention (behavior specific praise and break cards) with a targeted Tier 2 math intervention that focuses on basic number sense and computational skills. Structured, hands-on math activities and visual supports that reinforce quick and accurate number computations could help him strengthen foundational math skills and build confidence.
 - **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.

Student ID 122643 (Edith Meyers):

- **Nonsense word Fluency (11-25th percentile, Moderate Risk), Vocabulary (11-25th percentile, Moderate Risk):** Edith's score in the moderate risk range for Nonsense Word Fluency (NWF) suggests she has some difficulties with decoding, which is essential for reading fluency. While her challenges are not severe, this may mean she struggles with reading unfamiliar words smoothly and accurately. Her vocabulary score in the moderate risk range indicates that she may have a limited vocabulary base compared to her peers. This could impact her reading comprehension and her ability to understand and engage with more complex texts.
- **Mental Comparison Fluency (11-25th percentile, Moderate Risk), Math Composite Risk Level (Moderate Risk):** These scores reflect moderate challenges in basic math skills, specifically in comparing numbers quickly and accurately. This suggests she might find it difficult to keep up with certain math tasks that are complex or timed, especially those that require quick calculations or involve number sense. This could still be a source of academic stress, which may further impact her engagement, confidence in academic tasks, and exacerbating her avoidance behaviors.
- These challenges reinforce **the need for Tier 2 support in literacy and math**, as his gaps in these areas are likely affecting his participation and engagement in the classroom.
- **Additional Data Points:**

- **1 Nurse Visits:** While the single nurse visit may not immediately stand out, it can still be relevant when viewed in context with her other data. Nurse visits can sometimes reflect avoidance of stressful tasks or environments, but with only one visit, it's more of a minor note here.
- **11 Tardies, and 4 Day Missed:** This is a significant number of tardies, which could indicate that Edith is either avoiding school or struggling to arrive on time. Frequent tardiness may suggest underlying issues such as anxiety, lack of engagement, or even potential difficulties at home, which might make it hard for her to come to school on time. Tardies could also point to a reluctance to participate in early morning activities that may involve reading or math, areas where she feels less confident. While one absence isn't necessarily concerning by itself, combined with her frequent tardies, it may suggest a slight disengagement from school. Absences and tardies together can sometimes be early indicators of internalizing behaviors, especially if they begin to increase over time.
- **Intervention Plan:**
 - **Tier 2 Targeted Math Intervention with Behavior intervention/ and Low-Intensity Supports – Behavior Specific Praise:** Edith would also benefit from targeted support in basic math fluency, specifically mental comparison and number sense paired with behavior specific praise, and break cards. Structured practice with timed activities and hand-on manipulative and visual supports that focus on quick calculations and comparisons could help her feel more comfortable with foundational math tasks.
 - **Behavioral and Emotional Support**
 - **Check-In/Check-Out (CICO):** As a first attempt to target Edith's frequent tardies CICO intervention (where she would regularly check in with a trusted adult at the start and end of the day, and goal setting) integrated with Direct Behavior Rating (DBR – to quickly track behavior data to refine interventions) and relaxation training program will help to support engagement and reduce isolation, especially if her internalizing behaviors are linked to anxiety and self-esteem issues, focusing on anxiety management and resilience-building.
 - **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
 - **Parent Engagement:** It may be helpful to involve her parents to understand any potential home factors contributing to Edith's tardiness. They can also reinforce any academic and SEL strategies she learns at school.

Student ID 122376 (Karl Heinz):

- He has **5 SRSS-Externalizing (SRSS-E7)**, indicated by a yellow label under SRSS-I5 (has a moderate risk for externalizing behaviors) column.
- **Additional Data Points:**
 - **Oral Reading Fluency (11–25th percentile, Moderate Risk) and Fall Reading Composite Risk Level (Moderate Risk):** Karl's oral reading fluency score places him in the high-risk range, indicating he struggles significantly with reading fluency relative to his peers. The composite score reflects his overall reading fluency challenges, further reinforcing the idea that reading is a significant area of difficulty for him. Fluency exacerbates reading comprehension difficulties and this can be discouraging and often lead to frustration, impacting his confidence and increasing anxiety, contributing to his mild to moderate externalizing behaviors (mild defiance, avoidance etc. as he avoids his reading tasks particularly if he's struggling to keep up in class.
 - **Fall Concepts and Application (11–25th percentile, Moderate Risk):** Karl's math scores place him in the moderate-risk category in skills that require quick and accurate computation of numbers, indicating that he struggles with both math applications (i.e., using math in problem-solving contexts) and basic concepts. This could still be a source of academic stress, which may further impact his engagement and confidence in computational tasks. This could be exacerbating his avoidance behaviors as he encounters tasks that she finds difficult or stressful.
 - These challenges reinforce **the need for Tier 2 targeted support in reading** as his gaps in these areas are likely affecting his participation and engagement in the classroom.
 - **2 Nurse Visits, 2 Tardy, and 1 Day missed:** There are no Office Discipline Referrals (ODR) but the 2 Nurse visits, 1 day missed, and 2 days tardy shows signs that could indicate mild but noteworthy struggles with internalizing issues, supporting the need for a Tier 2 intervention. The nurse visits can be an indicator of anxiety, stress, or low self-esteem, especially in the school context, manifesting as physical symptoms, reflect the student's attempt to find relief from stress or anxiety by temporarily leaving the classroom environment. The nurse visits could be a subtle way of escaping certain situations, such as challenging academic tasks, social interactions, or overwhelming classroom dynamics, while being occasionally disruptive.
- **Intervention Plan:**
 - **Behavioral Intervention (Tier 2):** As a first attempt at targeting Karl's moderate externalizing behaviors along with nurse visits, days missed, and tardies, CICO intervention (where she would regularly check in with a trusted adult at the start and end of the day, and goal setting) integrated with *relaxation training* program will help to support engagement and reduce

isolation, especially if his internalizing behaviors are linked to anxiety and self-esteem issues, focusing on anxiety management and resilience-building. CICO can help him feel supported and connected, which may reduce his need to exhibit behavior outbursts (externalizing behaviors) as a coping mechanism. Helping him develop coping strategies for stress and anxiety, particularly in relation to academic tasks, can empower him to manage his internalizing behaviors more effectively.

- **Tier 2 Targeted Reading Fluency Intervention paired with Behavioral Intervention/and Low-Intensity Supports – Behavior Specific Praise:** Pair a behavioral intervention - intentional low-intensity supports – Behavior specific praise to keep Karl motivated and engaged) with small group reading fluency and Comprehension intervention to support literacy skills. Programs like *Guided Reading* or *Read Naturally* might help his build foundational reading skills, which in turn could reduce his anxiety around reading tasks.
- **Additional Data Sources:** Track attendance to monitor any patterns of absenteeism that may indicate worsening internalizing behaviors.
- **Parent Engagement:** Engaging Karl's parents in discussions about his challenges and progress in reading and math can create a support system at home. Parents can help reinforce the strategies he learns in his interventions, creating a consistent support network for Karl. It may be helpful to involve his parents to understand any potential home factors contributing to his tardiness and nurse visits.

Question 5. Benefits and Challenges of Using Multiple Data Sources and an Integrated Decision-Making Approach:

(a) Benefits of Multiple Data Sources: Using multiple data sources offers a well-rounded view of each student's needs, supporting targeted, effective interventions. By combining academic and behavioral data—such as SRSS scores, attendance, and discipline records—educators can uncover issues, like anxiety, that may not appear in academic data alone. This approach aids in identifying root causes, such as poor reading fluency leading to frustration, which informs tailored interventions. With this differentiated support, resources are efficiently allocated, addressing academic and behavioral challenges for a more personalized impact.

(b) Benefits of Integrated Decision-Making: Integrated decision-making allows for cohesive intervention planning by unifying relevant data, resulting in more coordinated outcomes. This approach avoids isolated interventions; for instance, a student with reading and behavioral needs can receive a combined intervention. It also enables early identification of overlapping issues, allowing timely responses—such as recognizing behaviors linked to academic struggles. By addressing multiple needs at once, integrated decision-making ensures efficient resource use, making interventions both time-effective and sustainable.

Challenges:

Interpreting complex data from multiple sources presents challenges, as it requires skill in identifying meaningful connections between academic performance, behavior, and other indicators. Differentiating between correlation and causation—for instance, determining if low reading fluency causes anxiety or if both stem from a different underlying factor—demands experience and insight. Additionally, the sheer volume of information from various data sources can be overwhelming, making it difficult to prioritize the most relevant data points for each student, which requires careful planning. Some data points, such as nurse visits or tardiness, are also subject to interpretation, and without broader context, they risk misinterpretation or bias.

Question 6. Challenges for Mrs. Jones and the Role of Ci3T and Special Education**Support:****Challenges Mrs. Jones May Face:**

Mrs. Jones faces challenges in managing multiple Tier 2 and Tier 3 interventions while also teaching her regular curriculum, as each intervention demands considerable time and individual attention. Ensuring consistency and fidelity, especially with Tier 3 supports, can be difficult without dedicated tracking systems, making it hard to monitor each student's progress accurately. Additionally, some interventions require family engagement, which can be challenging to coordinate and sustain without effective communication and support from parents.

How Ci3T Supports Mrs. Jones in Overcoming These Challenges:

The Ci3T framework offers a structured, tiered approach to student interventions, allowing Mrs. Jones to assign appropriate support levels—preventing overuse of Tier 3 when Tier 2 would suffice. Emphasizing collaboration, Ci3T enables her to work closely with specialists like counselors and administrators, which lightens her load and enhances support quality. Additionally, regular data reviews within the Ci3T model guide Mrs. Jones in refining interventions based on evidence, ensuring effective, timely adjustments that prevent students from being overlooked.

Role as a Special Education Teacher in Supporting Mrs. Jones:

As a special education teacher, I support Mrs. Jones in delivering Tier 2 and Tier 3 interventions by offering specialized expertise for individualized interventions, particularly for students with complex needs. I assist in tracking progress, adjusting strategies, and coordinating with other staff to maintain consistency across domains. I help implement classroom management techniques tailored to behavioral goals and collaborate on family communication to reinforce interventions at home. Additionally, I provide instructional support through co-teaching or small-group sessions, allowing Mrs. Jones to address broader classroom responsibilities while ensuring students receive targeted academic interventions.

Through Ci3T and collaborative support, Mrs. Jones can effectively manage and implement Tier 2 and Tier 3 interventions, and my role as a special education teacher enhances her capacity to meet students' diverse needs in a structured and sustainable way.