

Line By Line Directions for Completing TST-7

1. Student Name
2. DOB
3. School
4. Grade
5. Teacher
6. Subject Area- List areas intervention is being conducted in such as Reading Fluency, Basic Reading Skills, Reading Comprehension, Math Calculation, Math Problem Solving, Written Expression, Oral Expression, Listening Comprehension, Behavior
7. Tier 3 Referral Date- The date the student was referred to TST for Tier 3
8. Intervention Start Date- The date the interventions started for Tier 3- Must be within two weeks of the referral date above
9. First Intervention Review Date- Should have twelve plots (6 weeks of data) before making decisions regarding interventions such as changing the goal/objective or changing programming. Must have TST 5-TST Minutes documenting meeting
10. Sufficient Progress- Check yes or no at First Intervention Review Meeting- This is when the slope should weigh heavily in decision making (**What is the student's rate of improvement?**) If yes, you may end the intervention or continue it with a different skill in the same area- If you choose a different objective (goal) in the area, use a new TST-7 to document this. If no, continue to make changes in the interventions and strategies currently being implemented. If no is checked, changes in the interventions and strategies must be made. Do not continue the implementation of interventions when a student is not responding. All of this can be documented on the same TST-7- When continuing with the same goal/objective, draw a line with a date indicating when the new intervention/strategies/programming were implemented and list the changes under the line.
11. Second Intervention Review Date- Must be **at least** six weeks from First Intervention Review Date- If student needs more time, two to three weeks can be added on before holding the Second Intervention Review Date meeting- Make sure the interventions do not exceed sixteen weeks total (sixteen weeks from the start date) Must have TST-5-TST Minutes documenting meeting
12. Sufficient Progress- Check yes or no at Second Intervention Review Meeting- **Once again, the slope should weigh heavily in decision making**- Look at most recent data points since First Intervention Review Date and decide if the student responded to the intervention- TST should decide next step- Should the intervention(s) be continued in the current setting or should the student be referred for a comprehensive assessment?
13. Why is the student being referred to Tier 3? Must be stated in specific, measurable terms- An example would be "St. is unable to read 25 wpm on R-CBM probes on first grade level which places the student at risk"

14. What data supports the existence of a problem?- Baseline data- Always use a variety of measures when gathering data on a student- List pretests, STAR Reading, Math results such as a G.E., district and weekly MPT scores, MCT2 scores, Early Numeracy Screeners for K, 1st, include date administered for each
15. What is the annual goal of the Tier 3 intervention process?-Turn the reason for the student referral (item 14) into a goal...The student will...-always state goal in specific, measurable terms, include grade level at which student will perform
16. List specific, measurable objective of this intervention- The objective should be stated to reflect a specific window of time, such as 12 weeks, and based on the annual goal for a subject area.
17. Programming, activities, strategies for the objective- This is where research-based programming should be listed with a brief description of how the program(s) was delivered- describe the setting, student:teacher ratio, frequency, duration- provide a clear picture of the day-to-day implementation- THESE ACTIVITIES MUST BE DIFFERENT FROM WHAT IS NORMALLY OCCURRING IN THE CLASSROOM AND TAILORED TO MEET THIS STUDENT'S INDIVIDUAL NEEDS- In this box, draw a horizontal line to indicate a change in programming/strategies which, if necessary, usually occurs at week 6 of the Tier III intervention phase, but can occur before this 6 week mark
18. Intervention conducted by/position- The person(s) responsible for implementation
19. Progress monitoring checks to be completed by- Usually the progress monitoring assessments are administered by the teacher or other personnel responsible for implementing the intervention for a given area. The TST reviews this data weekly as a team.
20. Frequency of progress monitoring- Must be done **twice** a week- progress monitoring must evaluate the objective noted on TST-7, probes must be same format, different problems each week-they measure the same skill the same way each time
21. Evaluation of intervention- Check one of two boxes
22. Signatures of TST members/staff- Everyone involved with implementation, progress monitoring, etc. should sign