

**Support for Personalized Learning (SPL)**  
*Including RTI and Critical Skills within a Common Collaborative Structure – SPL*  
**What Does Instruction Look Like?**  
**How Does A Student Respond to Instruction?**

Intensity	Core Instruction		Targeted Instruction		Intensive Instruction	
Variable	Academic Support	Behavior Support	Academic Support	Behavior Support	Academic Support	Behavior Support
<b>Students</b>	<ul style="list-style-type: none"> <li>All Students</li> </ul>	<ul style="list-style-type: none"> <li>All Students</li> </ul>	<ul style="list-style-type: none"> <li>Some at-risk students who need short-term supplemental support to achieve grade-level mastery</li> <li>Supplemental support at first indication of learning difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Some at-risk students who need short-term intervention with initial displays of difficulty with behavior</li> </ul>	<ul style="list-style-type: none"> <li>Few high risk students who do not make sufficient progress with targeted instruction</li> </ul>	<ul style="list-style-type: none"> <li>Few high risk students who do not make sufficient progress with targeted interventions</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>Provides all students with a strong core personalized curriculum focused on meeting individual needs</li> <li>Responsive teaching allows students to take on new learning using scaffolded instruction</li> <li>Differentiated instruction, Universal Design For Learning and co-teaching are utilized</li> <li>Emphasizes learning 24/7</li> <li>Emphasizes student responsibility and accountability</li> <li>Instruction designed to engage students, framed for clarity and relevancy, presented with pre-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Standards of Behavior are clearly articulated to all students, parents and supported by all staff</li> <li>Universal interventions used with all students to promote healthy development and prevent problems</li> <li>School-wide social skills training</li> <li>Teach school behavior expectations</li> <li>Effective classroom management</li> <li>Positive reinforcement systems</li> <li>Instruction designed to engage students, framed for clarity and relevancy, presented with pre-assessment and learning targets, includes embedded</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental support for identified skill areas of deficiency</li> <li>Designed to complement and extend core instruction</li> <li>Additional exposure to general education curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Provision of group interventions within the general education classroom</li> <li>Small group interventions to address: anger, social skills, substance abuse.</li> <li>Self-management training and support</li> <li>Parent training and collaboration</li> <li>Behavior contracting</li> <li>Mentor programs to provide connections with caring adults that support positive behavior</li> </ul>	<ul style="list-style-type: none"> <li>Lessons that target weaknesses while leveraging student strengths.</li> <li>Intensive individualized instruction for students who are struggling to make sufficient progress with targeted instruction</li> </ul>	<ul style="list-style-type: none"> <li>Intensive social skills teaching</li> <li>Individual Behavior Intervention Plan</li> <li>Multi-agency collaboration</li> <li>Parent training and collaboration</li> </ul>

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	and learning targets, includes embedded time for students to process the information, includes at least two minutes of physical movement within every twenty to forty minute period and gages emotional climate of room with opportunity to laugh with students	time for students to process the information, includes at least two minutes of physical movement within every twenty to forty minute period and gages emotional climate of room with opportunity to laugh with students <ul style="list-style-type: none"> <li>Youth engagement initiatives such as peer mediation and conflict resolution programs (i.e. Teen Court and Natural Helpers)</li> </ul>				
<b>Location</b>	<ul style="list-style-type: none"> <li>In general education classroom</li> </ul>	<ul style="list-style-type: none"> <li>In general education classroom/ all school settings</li> </ul>	<ul style="list-style-type: none"> <li>Generally, in the general education classroom to preserve the connection to core curriculum</li> <li>Could be in extended time learning opportunities such as Critical Skills tutoring before, during, or after school or 21<sup>st</sup> Century Academic Supports, Title I extended day programming, etc.</li> </ul>	<ul style="list-style-type: none"> <li>In all school settings</li> <li>In general education classroom with modifications to address and change environmental conditions (when possible) that trigger problem behavior</li> <li>May be pull-out from regular classroom for small groups with counselor or other behavior specialists to work on problem behavior</li> </ul>	<ul style="list-style-type: none"> <li>May be pull-out from regular classroom based upon student needs</li> <li>Location/delivery model will vary according to student needs and school configuration and resources</li> <li>Could be in extended time learning opportunities such as Critical Skills tutoring before, during, or after school or 21<sup>st</sup> Century</li> </ul>	<ul style="list-style-type: none"> <li>May be pull-out from regular classroom based upon student needs</li> <li>Location/delivery model will vary according to student needs and school configuration and resources</li> </ul>

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					Academic Supports, Title I extended day programming, etc.	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Use of beginning screenings followed with interim assessments aligned to the standards that have been taught</li> <li>• Instruction guided by assessments embedded in the instructional process (not separate events)</li> <li>• Use of rich formative assessment processes to inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Firm, fair corrective response to problem behavior</li> <li>• Discretionary screening for behavioral adjustment</li> <li>• Office discipline referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Reliance on continuous direct measures of learning to inform the targeted supplemental support</li> <li>• May go to Intensive Instruction immediately if academic problems are severe and warrant immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher reports on behavior improvement</li> <li>• Office discipline referrals</li> <li>• Counselor/mentor reports</li> <li>• May go to Intensive Instruction immediately if behavioral problems are severe and warrant immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Student progress monitored through diagnostic assessments to measure learning rate and level of performance</li> <li>• Multiple measures collected over time</li> <li>• Reliance on direct measures of learning to inform consideration for special education</li> </ul>	<ul style="list-style-type: none"> <li>• Functional Behavior Assessments</li> <li>• Alternatives to suspension and expulsion</li> <li>• Teacher/parent reports</li> <li>• Behavioral therapist reports (when available)</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>• Sufficient time for mastery of core content</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient time for mastery of core behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental instruction in addition to core instruction</li> <li>• No required amount of time or number of supplemental support sessions rather targeted instruction is based on individual student needs and progress</li> <li>• May occur during the regular school day or during extended day/year opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental instruction</li> <li>• Supplemental group counseling</li> <li>• May occur during the regular school day or during extended day/year opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive instruction in addition to core instruction</li> <li>• No required amount of time or number of interventions rather targeted instruction is based on individual student needs and progress</li> <li>• May occur during the regular school day or during extended day/year opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive instruction</li> <li>• May occur during the regular school day or during extended day/year opportunities</li> <li>• May occur through family centered therapy outside of the school jurisdiction (i.e. substance abuse, treatment for trauma induced emotional disorder)</li> </ul>

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<b>Personnel</b>	<ul style="list-style-type: none"> <li>• Team approach</li> <li>• Classroom teacher</li> <li>• Title I teacher</li> <li>• Speech-language pathologist</li> <li>• Special educator</li> <li>• Others as identified by school</li> </ul>	<ul style="list-style-type: none"> <li>• Team approach</li> <li>• Classroom teacher</li> <li>• School counselor</li> <li>• School health nurse</li> <li>• Health teacher</li> <li>• Licensed practical nurse</li> <li>• School social worker</li> <li>• School administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Team approach</li> <li>• Classroom teacher</li> <li>• Title I teacher</li> <li>• Title I interventionist</li> <li>• Speech-language pathologist</li> <li>• Special educator</li> <li>• Others as identified by school</li> </ul>	<ul style="list-style-type: none"> <li>• Team approach</li> <li>• School counselor</li> <li>• School health nurse</li> <li>• School psychologist</li> <li>• School social worker</li> <li>• School administrator</li> <li>• Service personnel (i.e. bus driver for problem behavior on the bus; janitor for problem bathroom behavior; or cook for problem cafeteria behavior)</li> </ul>	<ul style="list-style-type: none"> <li>• Title I interventionist</li> <li>• Title I teacher</li> <li>• Special educator</li> <li>• Others as identified by school</li> </ul>	<ul style="list-style-type: none"> <li>• School psychologist</li> <li>• Behavioral health provider</li> </ul>
<b>Group Size</b>	<ul style="list-style-type: none"> <li>• Whole group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• Small similarly skilled groups</li> </ul>	<ul style="list-style-type: none"> <li>• Small group strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Small individualized group</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized intervention</li> </ul>
<b>Documentation</b>	<ul style="list-style-type: none"> <li>• Evidence of student mastery of learning goals</li> <li>• Multiple sources of evidence may include formative assessment, interim assessments, artifacts of learning, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior awards program documentation</li> <li>• Discipline referral data</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of student mastery of learning goals following targeted instruction opportunities</li> <li>• Multiple sources of evidence may include formative assessment, interim assessments, artifacts of learning, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline referral data</li> <li>• Behavior awards program documentation</li> <li>• Behavior observation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of learning during intensive interventions collected electronically, face-to-face, portfolios, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Therapist observation notes and progress reports</li> <li>• Discipline referral data</li> <li>• Behavior awards program documentation (based on individual behavior contracts)</li> </ul>