

# Developing Effective MTSS Tier 2 and Tier 3 Interventions: Guidelines for Schools



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*[www.interventioncentral.org](http://www.interventioncentral.org)*

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## 1 May 2018 Interventionist Training: Recommendations for Principals to Advance Tier 2/3 RTI Between Now and 1 Oct 2018:

- Use spring benchmark data to recruit students for fall math/reading Tier 2/3 groups
- Use spring benchmark data to project fall intervention needs; allocate interventionist time to grade levels dependent on number of Tier 2/3-eligible students
- Standardize Fall screenings: Complete screenings 4-5 weeks into school yr
- Time for Data Analysis Teams to have time to meet with teachers to share classroom suggestions for applying iReady results
- Create Tier 2/3 intervention groups that are homogeneous
- Limit Tier 2/3 intervention groups in size when possible to accelerate learning
- Use iReady to set clear data cut points for Tier 2/3 entry/exit
- Form Tier 2 Data Analysis Teams to include principals
- Add more research based programs

### Mission Statement: Interventionists

*The goal of the West Babylon School District is to help our students achieve their potential.*

*The intervention program strives to meet the individual learning needs of children who are performing below grade level expectations. Students' academic needs will be identified through a collaborative process involving educators, parents, and children. Once establishing specific concerns, the Interventionist will develop and implement a plan to help each child reach targeted goals. The overall purpose is to increase academic proficiency and develop student accountability in order to foster success and independence.*

# Multi-Tier System of Supports

Intervention Central  
www.interventioncentral.org

The screenshot displays the Intervention Central website interface. At the top, the logo "INTERVENTION CENTRAL" is accompanied by the tagline "Your source for RTI resources" and a pencil icon. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", with social media sharing options for Facebook (Like), Twitter (Tweet), Print, Email, and Google+ (56). On the left, a "Products" section features a link for "RTI Data Collection Forms & Organizer". Below it, the "Latest Updates" section, dated September 17th, 2013, highlights an article titled "How To: Reduce Time-Outs With Active Response Beads", describing a strategy to replace in-class time-outs with active response beads to promote self-management skills. The central content area features a photograph of a teacher and four students working together at a table. Below the photo, a text box states that Intervention Central provides free resources to help struggling learners and implement RTI to meet Common Core State Standards, encouraging users to "Spread the word about ICI". Two recent updates are listed: one from November 20, 2013, about "Building Sight-Word Vocabulary: 4 Methods" for promoting reading fluency, and another from November 18, 2013, about "CBM Warehouse: New Resources for Tracking Basic Academic Skills" covering areas like Letter Knowledge, Oral Reading Fluency, Reading Comprehension, Early Math, and Math Computation. On the right, a "Featured Tools" sidebar lists various resources such as the Academic Intervention Planner for Struggling Students, Behavior Intervention Planner, Behavior Rating Scales Report Card Maker, ChartDog Graph Maker, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Learning Disability Accommodations Finder, Letter Name Fluency Generator, Math Work - Math Worksheet Generator, Reading Fluency Passages Generator, and Student Academic Success Strategies - Checklist Maker.

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/westbabylon>

## Handout 1

### RTI/MTSS for Academics: District-Wide Planning Tool

Directions: This planning tool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals to be addressed immediately, and decide which goals can be temporarily postponed. Follow these steps:

1. Appoint a recorder.
2. For every category below, review each RTI/MTSS goal. If you judge a goal as accomplished, mark the 'Status' column with a '0'. If you decide that a goal should be a priority to complete during the current school year, mark it with a '1'. If you believe a goal can be delayed until at least the next school year, mark it with a '2'.
3. Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

**Tier 1: Core Instruction.** The teacher delivers high-quality core instruction— at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone.

<i>Status</i> <i>(0,1,2)</i>	<i>GOALS: The teacher's whole-group instruction:</i>	<i>Discussion (current implementation; questions; next steps; persons responsible, etc.)</i>
	- [A.1.1] maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.	
	- [A.1.2] incorporates essential elements of explicit and systematic instruction into lessons.	



## Handout 2

### The Data Analysis Team: Command & Control for Tier 2/3 Services

The Data Analysis Team (DAT) is the 'command and control' group for determining which students qualify for Tier 2/3 academic services in your Multi-Tier System of Supports (MTSS) model and assigning them to the appropriate intervention support. The DAT meets after each of 3 school-wide academic screenings that occur in fall, winter, and spring.

The Team's tasks are to (1) share screening results with grade-level teachers to help them to improve instruction; (2) identify specific students that qualify for Tier 2/3 services; and (3) assemble an individual plan for each student identified for Tier 2/3 services.

The DAT is typically multi-disciplinary. There is no minimum or maximum number of participants on the Team. However, the DAT membership collectively should:

- be knowledgeable of all intervention personnel and evidence-based programs available for Tier 2/3 interventions.
- know how to identify students who have failed to meet expected screening benchmarks
- be skilled in using the benchmarks to estimate the risk for academic failure of each student picked up in the screening
- be able to match identified students to appropriate interventions while providing students with sufficient instructional support.
- have the capacity to document the Tier 2/3 intervention set up for each student

Here is a description of how the DAT prepares for and conducts Tier 2/3 intervention-planning meetings (adapted from Kovaleski & Pedersen, 2008).

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**PREPARATION: STEP 1: Establish Objective Data Sources.** An appropriate range of screening tools and other data sources are identified that are capable of accurately assessing student basic academic skills and/or curriculum skills. The school:

- **selects screeners.** The school chooses an appropriate range of screening tools to accurately assess student basic academic and/or curriculum skills. For each screening tool, the school establishes 'cut-points'—score ranges that allow students to be sorted and placed in categories according to their level of need. Those categories include:
  - A. Tier 1: Core Instruction: Low Risk: No intervention is needed.
  - B. Tier 1: Classroom Intervention. Emerging Risk: A classroom intervention plan is sufficient.
  - C. Tier 2: Supplemental Intervention: Some Risk: The student requires intervention beyond core instruction to remediate off-level academic skill gaps. Tier 2 groups are limited to 7 students and meet at least 3 times per week for 30 minutes.
  - D. Tier 3: Intensive Intervention: At Risk: The student requires the most intensive level of intervention support matched to their unique skill deficits. Tier 3 groups are limited to 2-3 students and meet daily for 30 minutes or more.
- **identifies additional data sources.** The school optionally has selected additional data sources (e.g., state test scores; teacher nomination) for identifying students needing intervention support. When possible, cut-points are established for these additional data sources (e.g., organizing raw scores into cut-points on a state reading test to correspond with Tiers of intervention).
- **weights screeners and other data sources.** The school weights in descending order of importance all measures to be used to make intervention placements, with the most 'diagnostic' sources appearing in first position. When

# Handout 3: "Workbook"

## Workbook: Tier 2/3 Reading Intervention Services: Establishing a Data Analysis Team & Building-Wide Entrance/Exit Criteria

School: \_\_\_\_\_ Team Members: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions.** Use this organizer to develop a plan to adopt entrance and exit criteria for your school's Tier 2/3 academic services.

### Tier 2/3: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2/3 services at your school:

#### Intervention

- **Use Interventions Supported by Research.** Intervention plans for Tier 2 students contain programs or practices supported by research.
- **Cap Group Size.** Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.
- **Schedule Adequate Time.** The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 minutes.
- **Put Plans in Writing.** Tier 2/3 intervention plans are written down before the intervention begins.
- **Monitor the Intervention.** Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.
- **Measure Intervention Integrity.** Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

#### Data

- **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.
- **Use Objective Data Sources.** Students are identified for Tier 2/3 services based on objective data sources. School-wide screenings are the primary data source and are carried out at least 3 times per year with all students.
- **Select Screeners that Identify the Right Students.** Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.
- **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.







“ *The perfect is the enemy of the good.* ”

-Italian Proverb

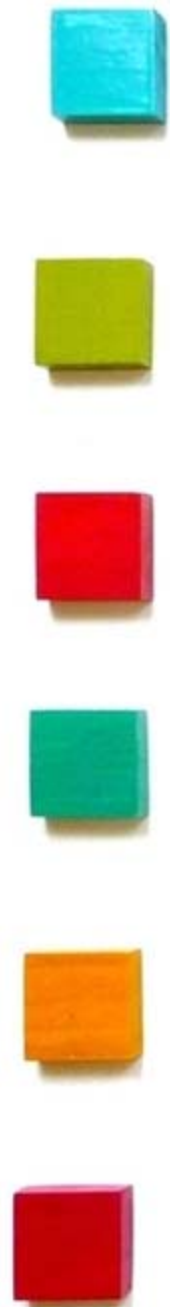
# Agenda: RTI/MTSS: Tiers 2 & 3



-  1. **Tier 2/3 Academic Support: Introduction.** What are the purpose and quality indicators of Tier 2/3 services in MTSS?
-  2. **Tier 2 RTI/MTSS & School/Parent Communication.** What information should be shared with parents about students' Tier 2 services?
-  3. **Tier 2 RTI/MTSS Services: Data Collection.** What are considerations when monitoring student progress at Tier 2?



**Tier 2/3 Academic Support:**  
**Introduction.** What are the purpose  
and quality indicators of Tier 2/3  
services in MTSS?



## MTSS: ACADEMICS

### **Tier 3: High-Risk Students: 5%**

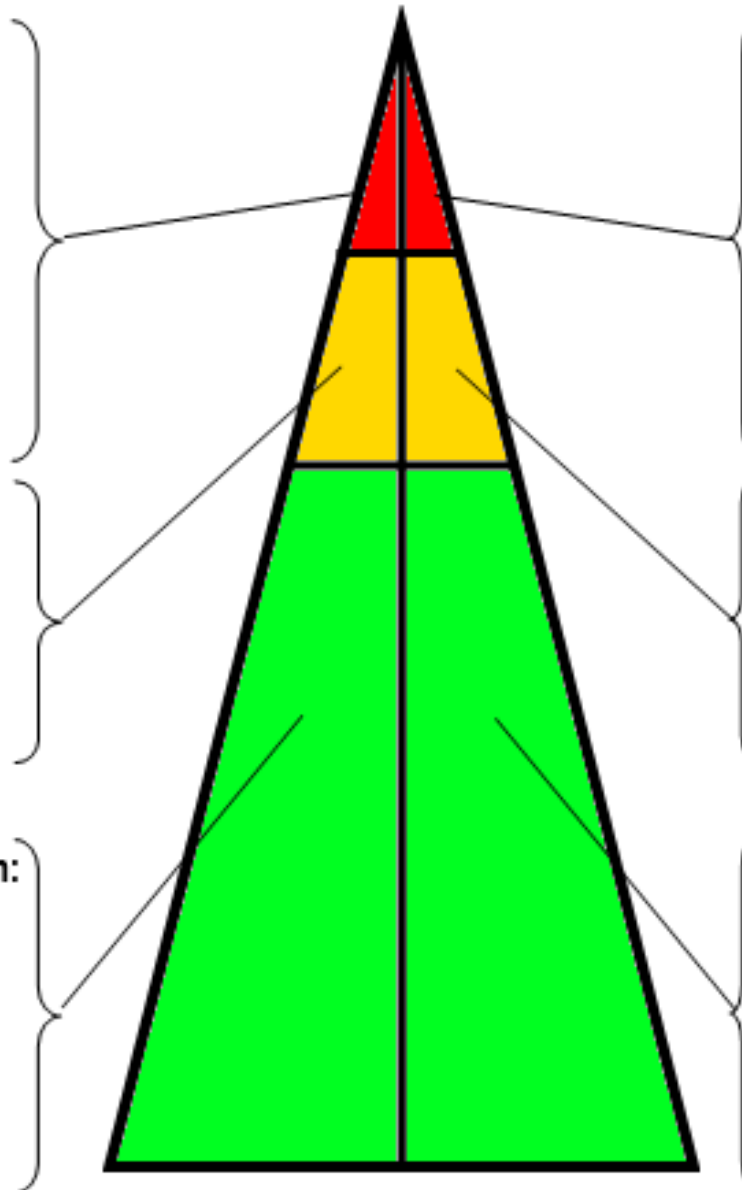
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

### **Tier 2: At-Risk Students: 15%**

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

### **Tier 1: Universal: Core Instruction: 80%**

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



## MTSS: BEHAVIOR

### **Tier 3: High-Risk Students: 5%**

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

### **Tier 2: At-Risk Students: 15%**

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

### **Tier 1: Universal: Classroom Management: 80%**

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

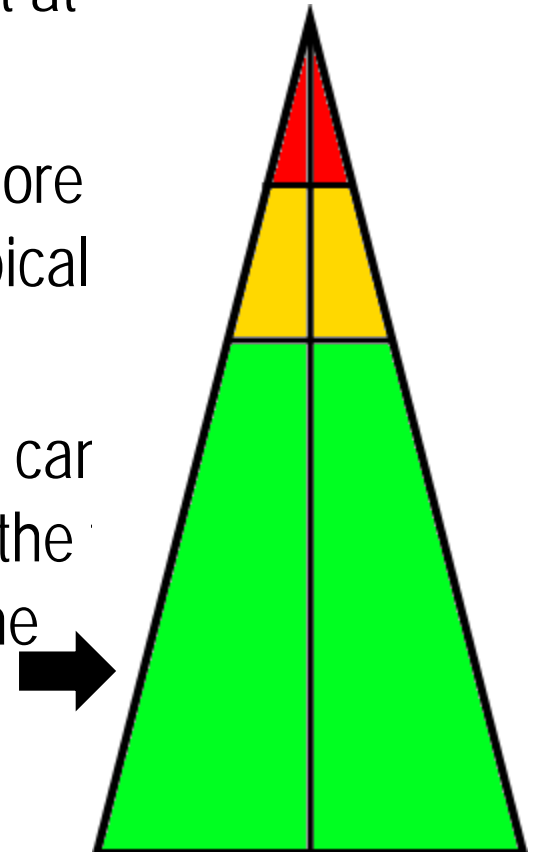
Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

### MTSS: Tier 1: Classroom Intervention

- Teachers sometimes need to put academic interventions in place for **'red flag' students**. These are students whose **academic delays or difficulties** require a sustained **remediation plan** that will last at least several weeks.

The purpose of Tier 1 interventions is to support core instruction. They take place in the **classroom**, typical **during core instruction**.

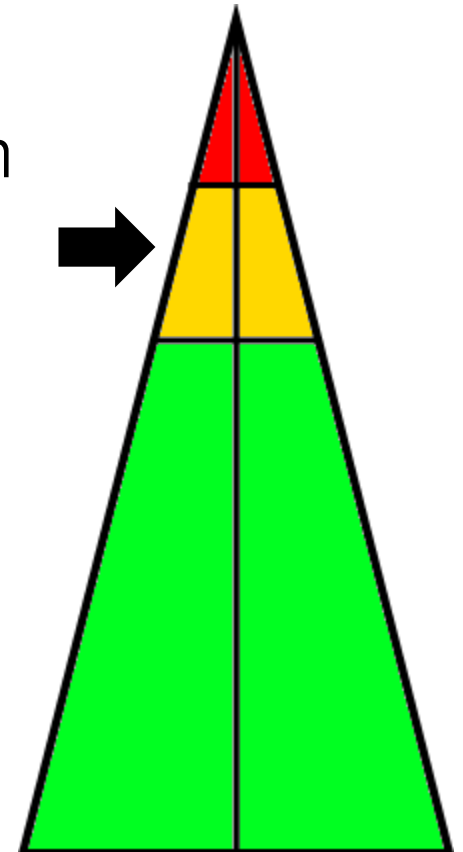
Tier 1 interventions are often modest in scope but can still have strong **positive outcomes**. They follow the **MTSS problem-solving approach**--adapted to the realities of a busy classroom environment.



### MTSS: Tier 2: Supplemental Intervention

- When students have **moderate academic delays** that cannot be addressed by classroom support alone, they are placed in **Tier 2** (supplemental) intervention. About **10-15%** of students may qualify for Tier 2 services.

Tier 2 academic interventions are typically delivered in **small-group** format. Students are recruited for Tier 2 services based upon data. Enrollment in these intervention groups is **dynamic**. At several points during the school year, students' progress is **evaluated**. Those who have made progress sufficient to no longer need supplemental help are **exited** from Tier 2 services, while new students at-risk for academic failure are **recruited**.

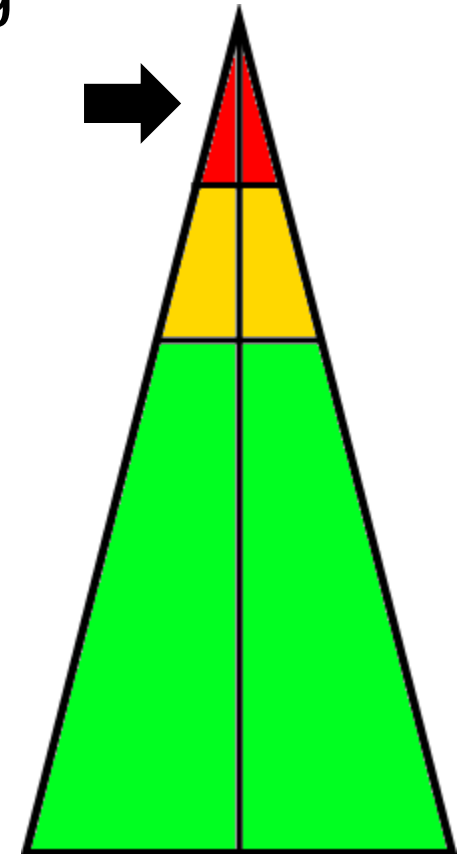


### MTSS: Tier 3: Intensive Intervention

- Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may need a Tier 3 intervention. In a typical school, **1-5% of students** may need Tier 3 support in a given year. The **MTSS Problem-Solving Team** designs and implements the Tier 3 intervention plan.

The Team identifies the most important blockers to student success and develops a customized **intervention plan** to address those concerns.

Tier 3 stands apart from lesser Tiers because of the **intensity of intervention** and **customized, problem-solving focus**.



# What does MTSS for reading look like when applied to an individual student?

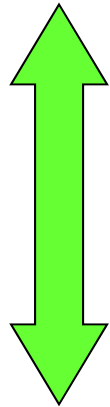
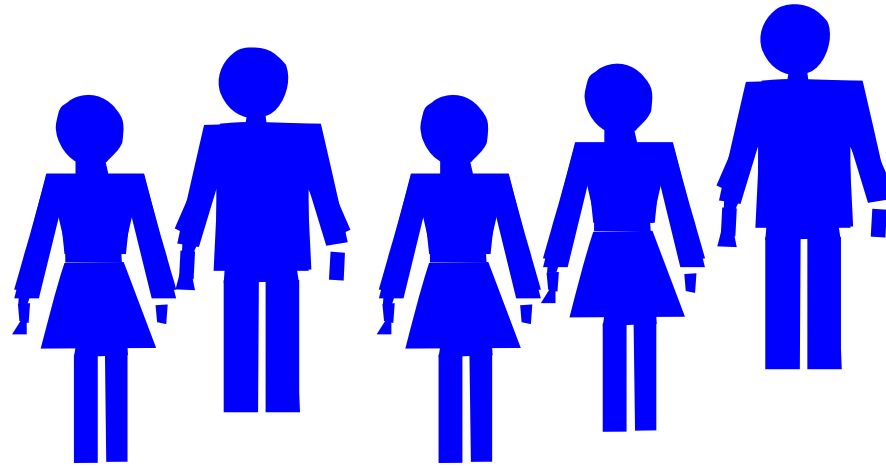
A widely accepted method for determining whether a student should be referred to Special Education under MTSS is the 'dual discrepancy model' (Fuchs, 2003).

- Discrepancy 1: The student is found to be performing academically at a level significantly below that of his or her typical peers (discrepancy in initial skills or performance).
- Discrepancy 2: Despite the implementation of one or more well-designed, well-implemented interventions tailored specifically for the student, he or she fails to 'close the gap' with classmates (discrepancy in rate of learning relative to peers).



# Multi-Tier System of Supports

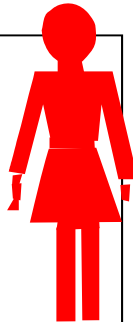
Avg Classroom Academic Performance Level



Discrepancy 1: Skill Gap  
(Current Performance Level)

Discrepancy 2: Gap in Rate of Learning ('Slope of Improvement')

Target Student



'Dual-Discrepancy': MTSS Model of Learning Disability *(Fuchs 2003)*

### MTSS: Decision Rules: Identifying the Academic 'Non-Responding' Student

The student:

- received interventions in current classroom to address concerns.
- has completed a combination of 3 or more 'intervention trials' at Tiers 2 & 3 (with at least one at Tier 3)—each lasting 6-8 weeks.
- continues to show a large academic 'performance deficit'.
- has failed to close the academic gap with peers (as measured by school-wide screening tools).

The MTSS 'evidence trail' shows the student's interventions were:

- research-based.
- appropriately matched to the student concern.
- carried out with integrity.

## MTSS: ACADEMICS

### **Tier 3: High-Risk Students: 5%**

- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

### **Tier 2: At-Risk Students: 15%**

- Small-group interventions to address off-grade-level academic deficits
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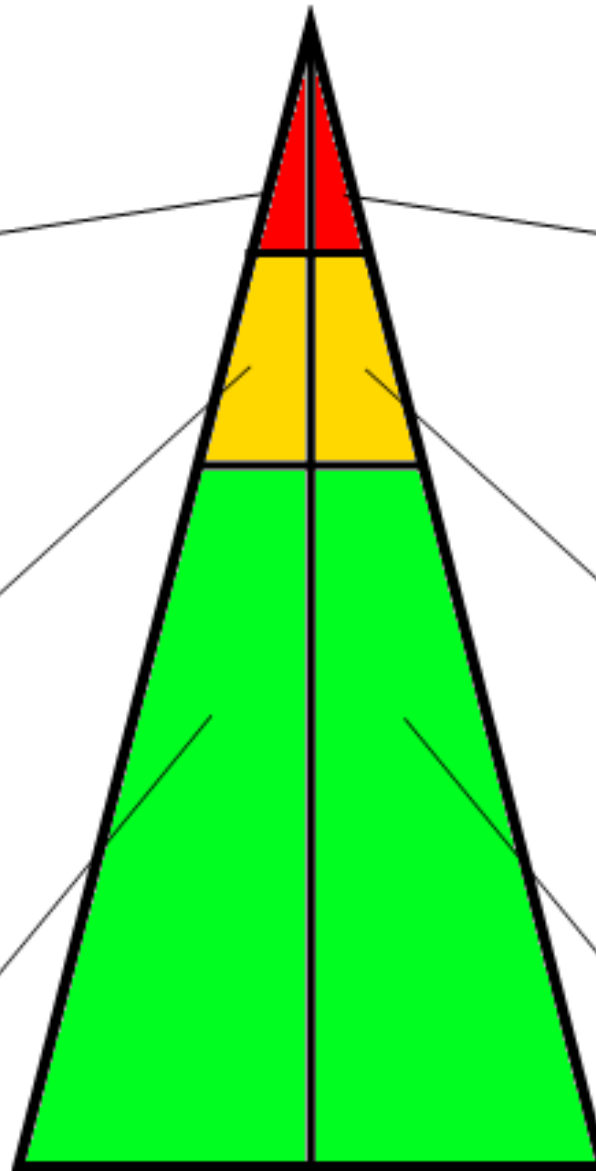
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Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

## Tier 2/3 Entrance/ Exit Workbook p. 1

### Workbook: Tier 2/3 Reading Intervention Services: Establishing a Data Analysis Team & Building-Wide Entrance/Exit Criteria

School: \_\_\_\_\_ Team Members: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions.** Use this organizer to develop a plan to adopt entrance and exit criteria for your school's Tier 2/3 academic services.

#### Tier 2/3: Academic Intervention Services: General Guidelines

Here are key recommendations for establishing Tier 2/3 services at your school:

##### Intervention

- **Use Interventions Supported by Research.** Intervention plans for Tier 2 students contain programs or practices supported by research.
- **Cap Group Size.** Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.
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##### Data

- **Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.
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- **Select Screeners that Identify the Right Students.** Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.
- **Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.

## Tier 2: Academic Intervention Services: Essentials



Tier 2/3 services are about using data to identify the right learners and providing them with effective academic interventions matched to student need.

View the following slides for recommendations on how MTSS: Tier 2/3 should be structured at your school...

## Tier 2: Academic Intervention Services: **Interventions**



**Use Interventions Supported by Research.** Intervention plans for Tier 2/3 students contain programs or practices supported by research.



**Cap Group Size.** Tier 2/3 services are delivered in small-group format to allow enough adult attention to close the gap in academic skills or performance. Tier 2 groups are capped at 7 students; Tier 3 groups are capped at 3 students.

## Tier 2: Academic Intervention Services: **Interventions**



**Schedule Adequate Time.** The schedule allocates sufficient time outside of core instruction for the delivery of Tier 2/3 interventions to promote accelerated student learning. Tier 2 services meet at least 3 times weekly for 30 minutes; Tier 3 services meet daily for at least 30 **minutes**.

## Multi-Tier System of Supports

### Scheduling Elementary Tier 2/3 Interventions

Option 3: *'Floating MTSS': Gradewide Shared Schedule*. Each grade has a scheduled MTSS time across classrooms. No two grades share the same MTSS time. Advantages are that outside providers can move from grade to grade providing push-in or pull-out services and that students can be grouped by need across different teachers within the grade.

#### Anyplace Elementary School: MTSS Daily Schedule

<i>Grade K</i>	Classroom 1	Classroom 2	Classroom 3	<i>9:00-9:30</i>
<i>Grade 1</i>	Classroom 1	Classroom 2	Classroom 3	<i>9:45-10:15</i>
<i>Grade 2</i>	Classroom 1	Classroom 2	Classroom 3	<i>10:30-11:00</i>
<i>Grade 3</i>	Classroom 1	Classroom 2	Classroom 3	<i>12:30-1:00</i>
<i>Grade 4</i>	Classroom 1	Classroom 2	Classroom 3	<i>1:15-1:45</i>
<i>Grade 5</i>	Classroom 1	Classroom 2	Classroom 3	<i>2:00-2:30</i>

*Source:* Burns, M. K., & Gibbons, K. A. (2008). Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.



## Tier 2: Academic Intervention Services: **Interventions**



**Put Plans in Writing.** Tier 2/3 intervention plans are written down before the intervention begins.

## Tier 2: Academic Intervention Services: **Interventions**



**Monitor the Intervention.** Student progress is measured throughout the intervention period. Tier 2 data collection occurs at least twice per month; Tier 3 data collection occurs at least weekly.



**Measure Intervention Integrity.** Information is collected (e.g., student attendance, direct observation of Tier 2/3 sessions) to verify that the intervention is being delivered with adequate integrity to be effective.

## Tier 2: Academic Intervention Services: **Data**



**Adopt Entrance/Exit Criteria.** Enrollment in Tier 2/3 services is dynamic: students can enter or exit at several points during the school year, depending on measured academic need.



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**Select Screeners that Identify the Right Students.** Data sources used for Tier 2/3 accurately highlight areas of academic deficit and assess degree of academic risk among the student population.



**Appoint a Data Analysis Team.** The Data Analysis Team is the decision-maker to decide whether and when students move into or out of Tier 2/3 services.



## RTI/MTSS Elements: Prioritize!

- Appoint a recorder. Review each RTI/MTSS goal in this section of the shared Google Doc *RTI/MTSS: District-Wide Planning Tool*. Rate each goal, using this scale: The goal is:
  - '0' = done
  - '1' = a priority to work on this year.
  - '2' = to be postponed until 2018-19

**Tiers 2/3: Strategic/Intensive Intervention: Building Capacity.** Student high-quality interventions that target their specific academic deficit(s). Approximately 10-15% of student

Status (0,1,2)	GOALS: The school:
	<input type="checkbox"/> verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.
	<input type="checkbox"/> has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.
	<input type="checkbox"/> provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).
	<input type="checkbox"/> has a process to periodically measure <i>intervention integrity</i> via direct observation, educator self-rating, work products, and/or attendance.

**Tiers 2/3: Strategic/Intensive Intervention: Building Capacity (4).** Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). The school:

- ▲ [A.2.1] verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.
- ▲ [A.2.2] has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.
- ▲ [A.2.3] provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).

**Tiers 2/3: Strategic/Intensive Intervention: Building Capacity (Cont.).** Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). The school:

- ▲ [A.2.4] has a process to periodically measure intervention integrity via direct observation, educator self-rating, work products, and/or attendance.

## Tier 2/3 Entrance/ Exit Workbook p. 1

### Workbook: Tier 2/3 Reading Intervention Services: Establishing a Data Analysis Team & Building-Wide Entrance/Exit Criteria

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InterventionCentral  
10-Minute 'Count Down' Timer  
**10:00**  
[www.interventioncentral.org](http://www.interventioncentral.org)

## Prioritizing Tier 2: Activity: Workbook: p. 2


In your groups:

- Appoint a recorder.
- Look over the document *Tier 2: Academic Intervention Services: General Guidelines* (previous slide).
- Use the organizer *Tier 2: What Elements Should Be Prioritized?* (on right) to note aspects of Tier 2 that your team believes should be targeted for review or change either this year or next year.
- Be prepared to report out.

MTSS: Entrance/Exit Criteria for Tier 2 Reading Intervention Services © 2016 Jim Wright [www.interventioncentral.org](http://www.interventioncentral.org)

Tier 2: What Elements Should Be Prioritized? In your group, discuss the elements of Tier 2 academic services at your school that you feel should be given priority for review or change. For each element selected, jot down your change-recommendations for the current year (easier fixed) and/or next year (e.g., changes requiring more time for preparation, shared decision-making, etc.). To spur discussion, review the attached Tier 2: Academic Intervention Services: General Guidelines.

Tier 2 Element	2017-18 (This Year): Changes/Recommendations	2018-19 (Next Year): Changes/Recommendations

 Tier 2 RTI/MTSS & School/Parent Communication. What information should be shared with parents about students' Tier 2 services?



### NYSED Part 100 Regulations:

#### 100.2 General School Requirements

##### Response to intervention programs.

1. A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements...
  6. written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
    1. the amount and nature of student performance data that will be collected and the general education services that will be provided ...;
    2. strategies for increasing the student's rate of learning; and
    3. the parents' right to request an evaluation for special education programs and/or services.

# Parent RTI/MTSS Tier 2 Progress Report

QUESTIONS    RESPONSES    4


Section 1 of 3

## West Babylon K-5 Progress Report

Your child has received Response to Intervention services in the subject area indicated.

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Date:

Month, day, year 

Subject Area

ELA

MATH



**Tier 2 RTI/MTSS  
Services: Data  
Collection.** What are  
considerations when  
monitoring student  
progress at Tier 2?



# Classroom Data Collection: The Basics...

Here are important guidelines: Tier 2 data-collection methods for academic interventions should:

**measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving specific academic skills or behaviors. The data-collection method is selected to track growth in that skill or behavior.

**be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months—whether the intervention is effective.

**yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

**include both baseline and goal.** Prior to the intervention, the teacher collects up to several data points to determine the student's baseline performance (starting point) and uses that information to calculate an outcome goal.