

**COLLABORATING WITH THE STUDENT AND FAMILY****COMMUNICATING WITH PARENTS**

- Create a partnership with parents. They can provide a vast amount of useful information.
- Learn to communicate opinions without stepping on toes; avoid blaming.
- Do not assume that the parents expect you to do the whole job or make things easier for them.
- Help parents realize their role as a positive advocate for their child.
- Be sincere and available. Go out of the way to make conference times when both parents can be involved.
- Be honest and frank with yourself and with the parents when setting goals. Do not predict or promise unrealistic goals, but give assurance of progress.
- Admit when you don't have the answers. Encourage parents to help work on solutions.
- Lay out student's problem in categories: problem area, strengths, needs improvement.
- Keep records. Report not only academic information, but also social, behavioral, and spiritual growth, focusing on the whole child.
- Set realistic goals in consultation with parents/guardians.
- Review goals and strategies at least quarterly.
- Keep conferences and phone calls to specific concerns and a limited time frame. Maintain records.
- Hold conferences in school (teacher's territory).
- Parent/teacher conference guidelines:
  - Be specific, honest, and compassionate.
  - Have a clearly identified purpose.
  - State the problems clearly.
  - Explain what is needed to achieve success.
  - Keep conversation focused on the desired subject.
  - Keep to a specific time limit. Give parents the final 5–10 minutes to discuss any additional concerns.

## 4: REACHING OUT

### COLLABORATING WITH THE STUDENT AND FAMILY

#### WAYS PARENTS CAN HELP

- Learn to build on student's strengths, while understanding and compensating for weaknesses.
- Remind your child that his/her disability/difference provides unique opportunities.
- Look for and celebrate incremental successes. Grades are not the best or only measure of success. Minimize competition.
- Model good behavior.
- Set realistic, individualized expectations.
- Learn about your child's disability.
- Contact sources such as Council for Exceptional Children. They publish a journal called *Exceptional Parents*.
- Join a parent support group or start one.
- Work with the teacher. Stay in close contact.
- Show affection. Let your child know that you love him/her. Give lots of hugs and affirmation.
- Listen to your child's frustrations and validate their feelings ("You're really upset." "That makes you angry."). Help them develop their own problem-solving skills.
- Discuss changes or problems that are affecting your children, such as relocation, blended families, unemployment, or peer put-downs.
- Use humor and empathy rather than orders, anger, or sarcasm.
- Establish some daily routines for building security.
- Grant permission whenever possible. Communicate positively when it's necessary to say "no".
- Stay calm, but be firm. Give a limited number of directions.
- Exercise regularly and get adequate rest.

#### EMPOWERING STUDENTS

We believe that learning should be personalized for all students. Learning should be centered around individual learner readiness, strengths, needs, and interests. All students should be active participants in setting goals, planning their learning experiences, tracking their progress, and determining how learning will be/has been demonstrated. At any point in time, learning objectives, content, method, and pacing are likely to vary from learner to learner. For more information regarding personalized learning, please visit our REACH website at [www.nadeducation.org/reach/](http://www.nadeducation.org/reach/).

Students should understand the importance of what they are learning, understand what is expected of them, expected to contribute to designing their learning experiences, and have a full understanding of the standards to be met as well as their progress toward meeting the standards. If all students are valued as active participants in their learning experiences, the framework for discussing concerns and developing a course of action should be already in place. Here are a few helpful tips for communicating with students who are not progressing as expected:

- Review and discuss progress regularly with the student.
- Share strengths.
- Share your concerns in an honest and constructive manner.
- Listen to the students' concerns.
- Listen to the students' understanding of why the challenges may exist.
- Listen to the students' suggestions regarding what might be helpful with regards to instruction, the setting, etc.
- Plan together the next steps.
- Discuss additional interventions and/or instructional strategies to pursue.
- Discuss further assessments that may be needed.

## IMPLEMENTING INTERVENTIONS, STRATEGIES, AND MODIFICATIONS

### IDENTIFY AND UTILIZE INTERVENTIONS AND INSTRUCTIONAL STRATEGIES

Success for the students with learning challenges requires a more intentional focus on individual achievement, individual progress, and individual learning. For those students who are struggling, a more specific, directed, and intensive instruction may be needed.

## UNDERSTANDING THE PROCESS

It is our belief that all students have a right to high-quality, evidence-based education to maximize their learning potential. The REACH Process is similar to the Response to Intervention (RtI) Model, which provides a tiered instructional approach of increasing levels of intensity to match the learning needs of all students. It is based on the assumption that teachers will make data-based instructional decisions for students in order to provide the right amount, intensity, and content of instruction to help them move forward with academic skills and behavior. RtI relies on frequent progress monitoring to provide the data needed to either continue or change the course of instruction, based on the student's response.

**Tier 1:** Intentional and purposefully planned core curriculum, appropriate research-based instruction, and ongoing universal screening and assessment practices supported by leadership that will meet the needs of the vast majority of students, with and without learning challenges or suspected disabilities. This is usually provided through whole-group, regular education instruction or behavior management practices and some small group instructional practices.

**Tier 2:** For a smaller percentage of the population (approximately 5-15 percent), high-quality, evidence-based, whole-group instructional practices are not enough to meet the needs of students who need more exposure to concepts and skills or those who are at moderate risk for academic or social failure, are falling behind, or not meeting with success in mastering the general curriculum. For those students, additional and/or alternative instructional interventions or strategies may be required, along with strategies and frequent progress monitoring to evaluate if the intervention is working. As a general rule, providing 15-20 minutes of extra

## 4: REACHING OUT

### UNDERSTANDING THE PROCESS

instructional time using strategies recommended in this manual and reducing the instructional group size from whole group to small group is generally effective.

**Tier 3:** For an even smaller percentage of students (1-5 percent) with extreme or unique learning and/or behavioral challenges, more intensive, structured, systematic academic and behavioral approaches are necessary. For these students, additional assessments, possibly leading to a diagnosis of a learning disability and specialized instruction, may be required. Students may need considerable strategies in general education classes, substantial curriculum modifications in core subjects, and specialized intensive instruction at this level of intervention in order to experience success.

### THREE-TIERED MODEL OF SCHOOL SUPPORT:

#### BEHAVIOR SYSTEMS

**Tier 1:** Universal Interventions: All students in all settings.

**Tier 2:** Targeted Group Interventions: Students who need more support in addition to a school-wide positive behavior program.

**Tier 3:** Intensive Interventions: Students who need individualized intervention.

#### ACADEMIC SYSTEMS

**Tier 1:** Core Curriculum: All students, including students who require curricular enhancements for acceleration.

**Tier 2:** Strategic Interventions: Students who need more support in addition to the core curriculum.

**Tier 3:** Comprehensive and Intensive: Students who need individualized interventions.

### RESPONSE TO INTERVENTION

The REACH Process incorporates most of the basic tenets of the Response to Intervention (RtI) model and is designed to:

- Provide recommended instruments and procedures appropriate for use in universal screening.

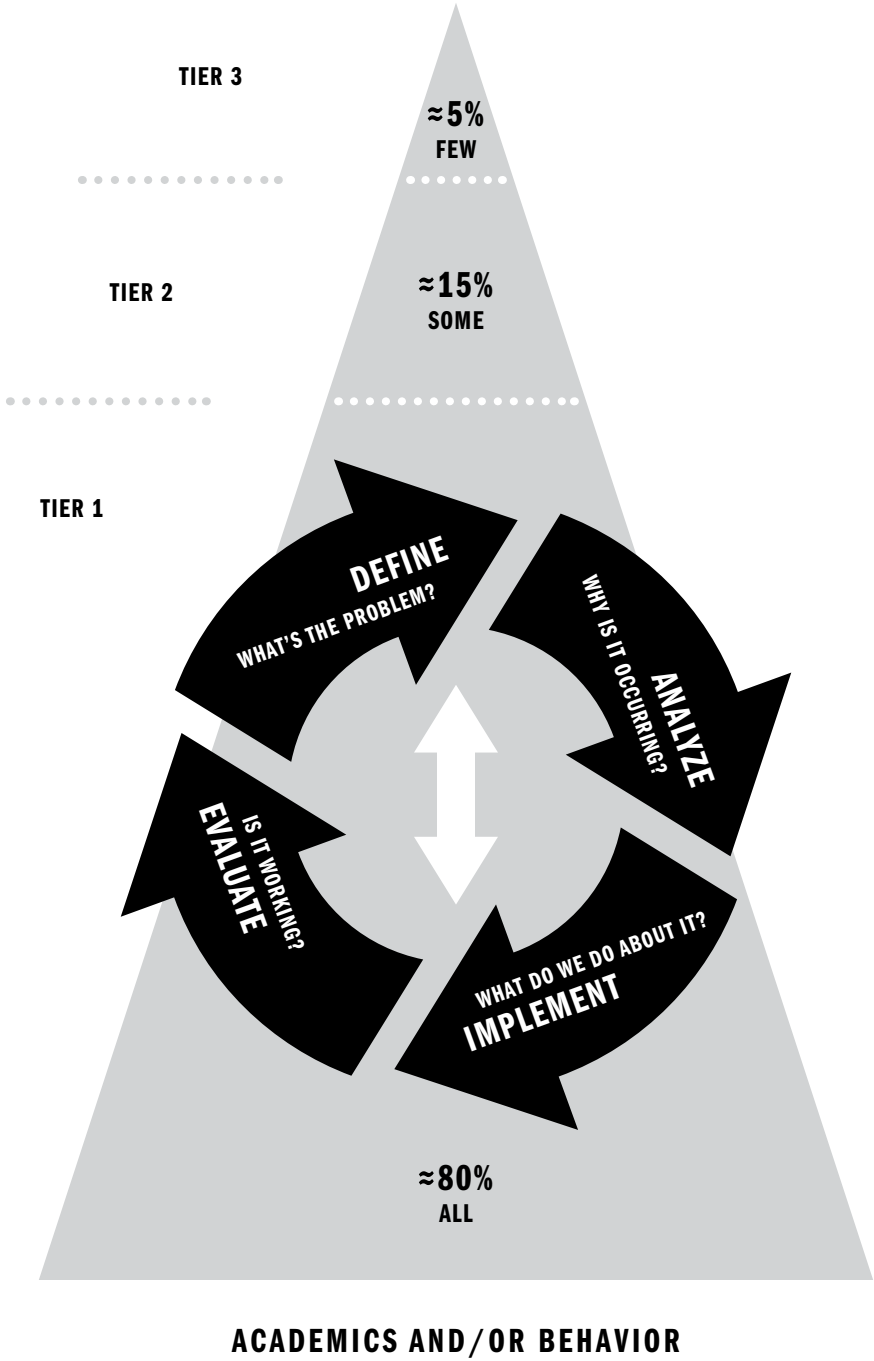
## **4: REACHING OUT**

### UNDERSTANDING THE PROCESS

- Assist in identifying students who may require additional academic or behavioral supports.
- Provide a sampling of interventions and instructional strategies.
- Guide in seeking additional assistance, if required.  
The REACH process is not to be used to diagnose disabilities in students, but it can be used to help teachers determine when to refer a student for outside psycho-educational assessment which will likely lead to diagnosis of a learning or behavior problem.  
(If a student has a current IEP, follow its recommendations.)

For more information regarding Response to Intervention (RtI), please visit our REACH website: [www.nadeducation.org/reach](http://www.nadeducation.org/reach).

**4: REACHING OUT**  
UNDERSTANDING THE PROCESS



**IMPLEMENTING INTERVENTIONS, STRATEGIES, AND MODIFICATIONS****STRATEGIES**

Strategies provide different ways for students to take in information or communicate their knowledge back to the teacher. Strategies do not alter or lower the standards or expectations for the curriculum covered or material to be tested. Students are expected to meet the same standards set for all of the other students. Strategies do not change the measurement of work completed.

**MODIFICATIONS**

The term “modifications” refers to changes in the delivery, content, quantity, or instructional level of the classroom curriculum or test. Modifications create a different standard for children whose learning differences require more intense adjustments than simply making strategies. In effect, modifications result in lowering or raising the expectations and standards so that the students with learning differences are not expected to master the same academic content as the other students in the classroom. This could entail changing the material from what the rest of the class is learning, changing what the student will be tested on, or changing how s/he will be graded. The material is adjusted to the academic level and ability of the student.

All reasonable strategies should be exhausted before resorting to modifications. The use of strategies does not affect the reporting of grades and credits on report cards or transcripts. It is recommended that modifications, however, be identified as “AL” (alternative learning); for example, “AL—U.S. History”. Grading and transcript procedures will be discussed in more detail on pages 51–52. The use of modifications requires parent permission and should be incorporated in a Measurable Action Plan (MAP). In secondary schools, ongoing communication with the registrar is imperative.



## 4: REACHING OUT

### IMPLEMENTING INTERVENTIONS, STRATEGIES, AND MODIFICATIONS

#### STRATEGIES AND MODIFICATIONS EXAMPLES

##### MATH:

###### Strategies:

- Allow students to use manipulatives
- Adjust homework—such as every other problem
- Give student extra time to finish assignments or tests

###### Modifications:

- Allow students to use a calculator or multiplication tables during assignments or tests
- Allow, for example, a fifth grade student (where fractions and percentages are introduced) to work on basic arithmetic addition and subtraction instead
- Use an alternative math program on the student's ability level

##### SPELLING:

###### Strategies:

- Allow student to use a Franklin Speller
- Use word walls
- Have students make their own word dictionary

###### Modifications:

- Reduce spelling list
- Use a different spelling list on student's ability level

##### READING:

###### Strategies:

- Listen to the books on tape
- Tell students the reading segments they will read the next day so they can practice at home

###### Modification:

- Read a different-level book on the same topic

##### WRITING:

###### Strategies:

- Give students a copy of the notes, use a note taker, or No Carbon Required Paper
- Use a pencil grip
- Allow oral responses for written work

## 4: REACHING OUT

### IMPLEMENTING INTERVENTIONS, STRATEGIES, AND MODIFICATIONS

#### **Modifications:**

- Reduce writing to simple phrases or drawings

#### **SCIENCE:**

##### **Strategies:**

- Provide visual information on the board during lectures
- Have students repeat back key concepts
- Provide hands-on activities

##### **Modifications:**

- Use a different textbook on an easier reading level
- Test only basic key concepts for each chapter
- Offer students alternative projects such as oral reports or visual projects to demonstrate knowledge of the material

#### **TESTING:**

##### **Strategies:**

- Allow extended time
- Provide an alternative setting
- Read test orally to student

##### **Modifications:**

- Reduce test length
- Allow open book or notes for assignments or test
- Give a preview of the test in advance
- Only list two options for multiple choice
- Provide a word blank or answer key

## **THE REACH TEAM**

The REACH team is composed of significant potential advocates in the student’s life. Parents/guardian, teacher, and student select the REACH team members. The REACH team should convene after the teacher and family have determined that the student continues to struggle and is having difficulty meeting the standards despite the use of intentional and purposeful practices. Their responsibility is to devise a workable plan (MAP—Measurable Action Plan) to ensure the success of the student.

The REACH team is to include the parent/guardian, teacher, and student as well as one or more of the following:

- Head teacher or principal
- Academy registrar
- Conference support person
- Pastor
- Other significant helpers

Two or three REACH team members common to all students’ programs would provide continuity within the school.

The teacher is to be the facilitator, scheduling conferences, and notifying team members as needed. The goal of the REACH team is to develop an effective MAP (Measurable Action Plan). The MAP specifically outlines the details of the learning expectations as well as support strategies to reach them.

Students are empowered by assuming responsibility for their learning, so direct involvement can be critical. However, sound judgement should always be used in determining the extent of the student’s involvement.

## **MAP – MEASURABLE ACTION PLAN**

In developing a MAP, the REACH team reviews the student’s strengths and needs and lists strategies. An effective MAP will require student accountability, commitment by the REACH team members, and creative solutions.

MAP information is to be placed in the cumulative/student record folder.

# REACH TEAM PROCESS

## Measurable Action Plan (MAP)

Student's Name:		Grade:		DOB:		Age:	
Teacher's Name:		School:					
Parents' Names:		Address		Plan Date:			

Add phone # and email address:

### Background Information:

### Strengths:

### Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

### Notes and Reflections:

Student:		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible

Resources Required:

\*This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

**Team Members Present Signatures:**

Teacher \_\_\_\_\_ Parent \_\_\_\_\_

Administrator \_\_\_\_\_ Student \_\_\_\_\_

Other \_\_\_\_\_ Other \_\_\_\_\_

Date \_\_\_\_\_

# REACH TEAM PROCESS

## Example Measurable Action Plan (MAP)

Student's Name:	<i>Sally Hill</i>	Grade:	<i>6</i>	DOB:	<i>2/3/98</i>	Age:	
Teacher's Name:	<i>Ima Teacher</i>	School:	<i>Pleasant Valley Elementary</i>				
Parents' Names:		Address	<i>Washington</i>		Plan Date:		

Add phone # and email address:

### Background Information:

*Sally's parents are a strong support for her. She has a tutor to help with homework. She also enjoys music lessons and plays soccer. Sally has continued difficulty and frustration with school. Her school attendance is good and her vision and hearing are fine. There is difficulty with reading comprehension for grade level material.*

### Strengths:

*Sally is very friendly, artistic, and creative. She enjoys scrap-booking and drama.*

### Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

*Sally reads at a 3<sup>rd</sup> grade level and has difficulty comprehending science and social studies textbooks. She is easily distracted; spelling is below grade level; math is on grade level; her gross and fine motor skills are typical*

### Notes and Reflections:

Student: <i>Sally Hill</i>		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible
<i>Reading</i>	<i>Reduce Reading Assignments Continue Orton-Gillingham based phonics instruction Read tests and directions orally Prepare Sally in advance for public reading</i>	<i>Lower frustration level Increase basic reading skills and comprehension Teach Reading strategies for student support and independent use</i>	<i>6 weeks</i>	<i>Ima Teacher</i>
	<i>Use graphic organizers Use high interest-low readability books Use Audiobooks Extended time Read questions before reading material</i>			
	<i>Teach vocabulary words prior to reading material Teach literacy strategies and informational text strategies Do Running Records to monitor progress</i>			
<i>Spelling</i>	<i>Teach phonic rule to go with word study Show and teach correct spelling first Reduce spelling list and use level of tested ability</i>	<i>Increase spelling list and test success Support spelling with phonics rules and word wall Use of computer to prepare for middle and high school</i>	<i>6 weeks</i>	<i>Ima Teacher</i>
	<i>Allow use of computer and spell checker for written assignments Create her own spelling dictionary of common words Use Word Wall</i>	<i>and successful study/work habits</i>		

Resources Required: *Computer, Audio books, Common Core Standards, Running Record, Graphic Organizers, Orton-Gillingham Phonic Program, Guided Leveled Readers*

\*This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

**Team Members Present Signatures:**

Teacher \_\_\_\_\_

Parent \_\_\_\_\_

Administrator \_\_\_\_\_

Student \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

Date \_\_\_\_\_

# REACH TEAM PROCESS

## Example Measurable Action Plan (MAP)

Student's Name:	<i>Jim Jones</i>	Grade:	<i>12</i>	DOB:	<i>2/3/00</i>	Age:	
Teacher's Name:	<i>Ima Teacher</i>	School:	<i>Walla Walla Academy</i>				
Parents' Names:		Address	<i>Washington</i>		Plan Date:		

Add phone # and email address:

### Background Information:

*Jim has glasses. He has had support during his elementary and high school years. This is his first year at Walla Walla Academy.*

### Strengths:

*Jim is a hard worker. He is friendly and outgoing. He has a very pleasant, cheerful personality. He enjoys automotive and manual labor. He is a very auditory learner and hands-on.*

### Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

*Jim functions at a fourth-grade level academically. He reads at the middle of fourth grade and his writing skills are at the middle of second grade. Math is at the seventh-grade level. He has been in Sylvan Learning Center's program and had other phonics/reading training. He tends to skip classes and /or be tardy.*

### Notes and Reflections:



Student: <i>Jim Jones</i>		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible
<i>World Literature</i>	<i>Audio Textbook Use voice activated computer software to type his papers. Graphic Organizers Exams to be given orally</i>	<i>Improved attendance Authentic Assessments to access grade level material and show learning</i>	<i>6 weeks</i>	<i>Mrs. Jackson</i>
<i>Bible</i>	<i>Reduce writing assignments Steps to Christ in audio format Oral Exams Community Service Project</i>	<i>Improved attendance Community Service Project for Spiritual, Collaborative Group and Service Learning Outcome</i>	<i>6 weeks</i>	<i>Chaplain Palmer</i>
<i>Government</i>	<i>Hands-on projects Audio Textbook Oral Exams Reduced amount of written work Graphic Organizers Extended time</i>	<i>Improved attendance Performance Assessments to access grade level material and show learning</i>	<i>6 weeks</i>	<i>Mr. Bryant</i>

Resources Required: *Audio Textbooks, voice activated computer software*

\*This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

**Team Members Present Signatures:**

Teacher \_\_\_\_\_

Parent \_\_\_\_\_

Administrator \_\_\_\_\_

Student \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

Date \_\_\_\_\_

# MAP Review

Student's Name:		Grade:		MAP Review Date:	
Teacher's Name		School:			

Outcome of Interventions:

Additional Interventions/Change in Interventions:

Further Recommendations:

**Signatures**

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Date \_\_\_\_\_

**Sample school letter to request psycho-educational assessment referral:  
(Please copy on to your school's letterhead and add or delete from this generic letter,  
paying particular attention to the list of interventions, to customize it for your student.)**

To whom it may concern:

\_\_\_\_\_, is a \_\_\_ year old student who is enrolled in the \_\_\_ grade at \_\_\_\_\_ School. We are advising his/her parents to request a psycho-educational or any other additional assessment(s) from the county to determine if he/she has a disability that may be interfering with the normal learning process.

Despite regular exposure to research-based, direct, explicit reading and writing instruction which uses an integrated, structured, systematic, multi-sensory approach, \_\_\_\_\_'s progress has been marginal. He/She has received whole group instruction, as well as additional small group instruction with daily opportunities for practice of skills. Despite, these efforts, \_\_\_\_\_ has not made adequate progress.

The following interventions have been implemented during this school year to correct \_\_\_\_\_'s lack of progress with only marginal success: **(Add or delete from the following based on the intervention you have implemented for your student) – Link to strategies**

1. Progress monitoring (i.e., DIBELS, Fontas and Pinnel, Running Records, etc.)
2. Use of individualized intervention program (i.e., Lexia/Reading Plus/Moby Max/Fontas and Pinnel, etc) for \_\_\_ minutes \_\_\_ times per week.
3. Extended small group teacher-directed instructional time using multi-sensory techniques
4. Provided more time to complete assignments
5. Additional tutoring (specify amount of time weekly)
6. Preferential seating
6. Grade retention

We believe that additional assessment would benefit this student by helping to determine if a learning problem exists, before additional time passes as he/she grows older and a failure pattern sets in, which would be difficult to reverse. Please let us know if we can assist in this process by completing any forms necessary for this process to occur in a timely manner.

Should you have any questions, or wish to speak with our school directly, please feel free to contact us.

Thank you for helping this child succeed academically.

Sincerely,

Teacher/Principal/ Special Needs Coordinator

### THE SECOND REACH TEAM MEETING, REFER FOR FURTHER DIAGNOSTIC ASSESSMENT

#### THE SECOND REACH TEAM MEETING

The REACH team meets for a second time to:

- Review the effectiveness of the MAP after it has been in place.
- OR
- Review professional testing as soon as it is completed.

The REACH team needs to determine in what ways the student's performance has been affected. If the student's performance has improved, then the team will determine the continued length of the MAP. The team may revise the MAP. If, after implementing the revised MAP for a specified trial period, the student is still struggling, the team may recommend for further evaluation.

#### REFER FOR FURTHER DIAGNOSTIC ASSESSMENT

##### CANADA

If the local REACH team determines that further evaluation is needed, the REACH teacher should advise parents to contact their family physician since assessment services may be available through provincial health plans. Services vary from province to province, and provincial law and funding formulas may determine what services are available through the local public school system. Classroom teachers are advised to contact their conference REACH representative for assistance in determining what services may be available.

##### U.S.

If the local REACH team has determined that further evaluation is needed, the parent/guardian has a couple of options. The parent can access further evaluation through the local public school. In order to initiate this process, the parent/guardian must send a written request for evaluation to the local school or district/county office. The classroom teacher should follow up this referral with a phone call to the school district special education office. US Federal law requires 90 days (maximum) to assess and determine the presence of a disability, and write an Individual