



RTI Problem-Solving Team: Facilitator's Guide

Facilitators can use this guide to 'walk' them through RTI Team meetings and to ensure that the *RTI Problem-Solving Team: Initial Meeting Minutes Form* fully documents the student's intervention.

Introductions/Talking Points. As facilitator, an effective way to open the meeting is briefly to review key 'talking points' that (1) state the purpose of the meeting, (2) introduce team members and assigned roles, (3) remind participants of time constraints, (4) review the agenda, and (5) present expectations for active participation.

Beginning the meeting with consistent talking points is a good means of reminding participants that the RTI meeting follows a structured format, that time is precious, and that all attending have a voice in the discussion.

See the *RTI Problem-Solving Team: Initial Meeting: Introductory Talking Points* that appears later in this document for a sample script that can be used at the meeting opening.

STEP 1: Select Intervention Target(s).

GOAL: The goal during this meeting segment is to verify that 'intervention targets' (problem description) are described in sufficient detail and that each intervention target has been matched to at least one 'probable cause' or 'function' that helps to explain why the academic or behavioral problem is happening. See table 1 below for a listing of common reasons for behavioral and academic problems:

TABLE 1: *Probable Cause/Function for Concerns: Select up to 3 choices*

Behavioral	Academic
<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has the necessary behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately <input type="checkbox"/> Seeks attention from adults <input type="checkbox"/> Seeks attention from peers <input type="checkbox"/> Reacts to teasing/bullying <input type="checkbox"/> Tries to escape from instructional demands or setting <input type="checkbox"/> Attempts to hide academic deficits through noncompliance or other misbehavior <input type="checkbox"/> _____	<input type="checkbox"/> Is placed in work that is too difficult <input type="checkbox"/> Lacks one or more crucial basic skills in the problem subject area(s) <input type="checkbox"/> Needs drill & practice to strengthen and become more fluent in basic academic skills <input type="checkbox"/> Has the necessary academic skills, fails to use them in the appropriate settings/situations <input type="checkbox"/> Needs explicit guidance to connect current skills to new instructional demands <input type="checkbox"/> Has the necessary academic skills but is not motivated by the instructional task/setting to actually do the work <input type="checkbox"/> _____

SAMPLE QUESTIONS: Some questions that you might ask to better describe the intervention target and to link that target to a function or cause are:

- *What does this student's problem behavior look like in the classroom? What are specific examples of it?*
- *What 'pay-off' do you believe might explain this student's behavior?*
- *Does the student have the skills necessary to do the expected academic work?*



TIP: This initial step can be time-consuming. So it is strongly recommended that the Case Manager meet with the referring teacher(s) *before* the initial RTI Team meeting to define each of the student's referral concern(s) in clear and specific terms and select at least one likely reason or function for that concern.

MISSION ACCOMPLISHED: The RTI Team is ready to move on to the next meeting step when...

- each intervention target/problem description is stated in specific, observable terms.
- your Team has selected at least one likely reason or function that explains why each selected academic or behavior problem is occurring.

STEP 2: Inventory Student's Strengths, Talents, Interests, Incentives.

GOAL: The RTI Team follows a strength-based approach to intervention-planning, one that incorporates the student's own interests and abilities. The goal for this step, then, is to list the student's strengths, talents, interests, and abilities. During the intervention-planning process, some of these assets may then be incorporated to engage and motivate the student.

SAMPLE QUESTIONS: To elicit information about student strengths, talents, and interests, you might ask:

- *What are some of the student's strengths, talents, or positive qualities that might be useful in designing interventions?*
- *What rewards or incentives have you noted in school that this student seems to look forward to?*
- *What are classroom activities that the student does well or seems to enjoy?*
- *What are hobbies or topics that interest this student?*

TIP: For students with more intensive academic and/or behavior problems, the focus is often so concentrated on what the student *fails* to do that educators do not give much thought to what that student *can* do or *likes* to do. Here are ideas to prompt teachers to be ready to inventory student strengths: (1) The Case Manager can ask about strengths at the pre-meeting with the teacher; (2) the teacher can be reminded to be prepared to speak of student strengths in the letter or email inviting them to the initial RTI Team meeting; (3) your school can include a section on your RTI Team referral form that explicitly directs teachers to list student strengths, talents, abilities, etc.

MISSION ACCOMPLISHED: The RTI Team is ready to move on to the next meeting step when...

- the Team agrees that a sufficient number of strengths have been listed to offer the reasonable possibility that one or more can be worked into the student's intervention plan.

STEP 3: Review Background/Baseline Data.

GOAL: In this step, the Team reviews any data collected prior to the meeting that will help it to better understand the nature and magnitude of the student's presenting problem(s). Some of the data might come from the school's student-information database (e.g., attendance, number of office disciplinary referrals) while other baseline data may have been collected expressly for the meeting (e.g., student's reading fluency data collected with Curriculum-Based



Measures, or behavioral data measured using Daily Behavior Report Cards). NOTE: Because data need to be collected or collated prior to the initial RTI Team meeting, the Case Manager plays an important role in helping the referring teacher(s) identify what data should be brought to the meeting and who is responsible for doing so.

SAMPLE QUESTIONS: Questions that can help to clarify questions about student data include:

- *What information do we have about this student's current rate of letter identification/reading/math computation/writing fluency?*
- *What data do we have on this student's current attendance/office referrals/grades?*
- *Since homework is an issue for this student, what is her average percentage of homework turned in?*

TIP: You might find the guide *Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals* that appears later in this document to be helpful. It presents many different common-sense sources of academic and behavioral data for use by RTI Teams.

Here is one measure that can save time and increase consistency of high-quality data: The RTI Team should inventory the many types of student information collected by the school, decide what information from that database (e.g., attendance, most recent state test results) should routinely be brought to every RTI Team meeting, and identify who is responsible for bringing each of the data sources to the meeting.

MISSION ACCOMPLISHED: The RTI Team is ready to move on to the next meeting step when...

- the Team has reviewed the relevant academic and/or behavioral data to develop an adequate understanding of the type and magnitude of student problem(s).

STEP 4: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.

GOAL: Interventions require ongoing progress-monitoring. First, the RTI Team decides how many instructional weeks the intervention will be in place. Then, for each identified problem ('intervention target'), the RTI Team (1) chooses two or more methods of data collection to track student progress, (2) sets outcome/intervention goals for each method, and (3) lists who will be responsible for that progress-monitoring.

NOTE: For data-collection options, refer to the guide *Common Methods for Monitoring Student Progress Toward Behavioral & Academic Goals* appearing later in this document.

SAMPLE QUESTIONS: Questions that can help to clarify questions about outcome goals and progress-monitoring include:

- *[To determine the length of the intervention] For how many instructional weeks will the intervention run before we meet to review the progress-monitoring data?*
- *[To set an outcome goal] While it's not realistic to expect to catch this student up to grade level in 8 weeks, what is an 'ambitious but realistic' intermediate goal that will show that the student is making meaningful progress?*



- *[To determine baseline skills or behavior levels] What is this student's pre-intervention performance on the measure that we are going to use for progress-monitoring?*

TIP: For a listing data-collection options and sample wording to describe progress-monitoring goals, refer to the guide *Common Methods for Monitoring Student Progress Toward Behavioral & Academic Goals* that appears later in this document.

MISSION ACCOMPLISHED: The RTI Team is ready to move on to the next meeting step when...

- the Team has matched each identified problem ('intervention target') to at least 2 methods for data collection, set outcome goals, and noted the person(s) responsible for collecting each source of progress-monitoring data.

STEP 5: Design an Intervention Plan.

GOAL: At this point, the RTI Team is ready to assemble the academic and/or behavior intervention plan for the selected student. Of course, all elements of the plan should logically address the 1 or 2 identified intervention targets and should be supported by research.

Your Team can be flexible in how you document your intervention plans. For some intervention ideas, the space in Step 5 ('Intervention Plan: At-a-Glance') of the *RTI Problem-Solving Team: Initial Meeting Minutes Form* will be sufficient to record brief strategies.

However, if an intervention element requires more detailed documentation (e.g., a multi-step protocol for managing episodes of non-compliance), the Team can describe that element in general terms in the meeting minutes (e.g., 'classroom plan to manage non-compliance'), check 'Y[es]' in the 'Additional Information?' column, and then attach full documentation for this element to the meeting minutes or include in an accompanying folder.

The option of attaching more detailed documentation to the meeting minutes prevents the Step 5 'Intervention Plan: At-a-Glance' organizer from becoming too crowded, detailed, or unwieldy for students who require comprehensive interventions with numerous elements.

SAMPLE QUESTIONS: Questions that can help to build an intervention plan include

- *What intervention strategies can address the student's academic deficit/challenging behaviors?*
- *Are there additional documents describing this particular intervention that we may want to attach to the student's intervention plan?*
- *This intervention idea seems like a useful one. Who would be responsible for carrying it out?*

TIP: Team members may want to look over the RTI referral form prior to the initial RTI Team meeting--and locate and bring to the meeting research-based intervention ideas that match the student's academic or behavioral issue(s). This preparation can ensure that intervention ideas are research-supported and that the Team has a sufficient number of good intervention strategies with which to work.

MISSION ACCOMPLISHED: The intervention-planning phase is complete when the Team has put together a final plan that is judged to address the presenting concern(s) and to be intensive enough to help the student to reach the identified academic and/or behavioral goals.



STEP 6: Share RTI Intervention Plan With Parent(s).

GOAL: The RTI Team selects someone to contact the parent(s) (if they could not attend the RTI Team meeting) and to send them a copy of the intervention plan developed for their child.

SAMPLE QUESTION:

- *Who will ensure that the parent(s) receive a copy of the completed 'Intervention Plan: At-a-Glance' developed at this meeting, as well as any related intervention documents?*

TIP: If possible, the contact person who communicates with parent(s) about the student's intervention plan should be one of the educators who will be providing the student with intervention services. The interventionist connecting directly with the parent can ensure good communication and increased accountability.

MISSION ACCOMPLISHED: The Team can move on when a person has been assigned as parent liaison to share information about the intervention plan.

STEP 7: Review the Intervention and Progress-Monitoring Plans.

GOAL: The Team takes a moment at the end of the meeting to review the student's intervention and progress-monitoring plans to check that all are in agreement about them and that those with an active part in either plan fully understand their roles and responsibilities. The Team also schedules a follow-up RTI Team meeting at a date 6-8 instructional weeks in the future.

SAMPLE QUESTIONS:

- *Now that we have reviewed the intervention and progress-monitoring plans that we put together today, does anyone have questions about the plan or their responsibilities?*
- *Please look at your calendars. What is a good date for us to meet again for a follow-up meeting on this student?*

MISSION ACCOMPLISHED: The meeting is concluded and all participants can be dismissed when the student's intervention and monitoring plans are accepted by all and the RTI Team follow-up meeting has been scheduled.



RTI Problem-Solving Team: Initial Meeting: Introductory Talking Points

Talking Point	Rationale
<p><i>Welcome to this initial RTI Problem-Solving Team meeting. We are meeting today to develop a customized intervention plan. This plan will build on the strengths of our student, [Student Name], to help him/her to be more successful in school.</i></p>	<p>Statement of Purpose. The opening segment clearly presents the purpose of the meeting, reminding participants that the single goal is to create an intervention plan to be implemented immediately to promote student success.</p>
<p><i>I am the facilitator for today's meeting.</i></p> <p><i>The person taking meeting notes will be _____.</i></p> <p><i>The case manager for this student is _____.</i></p> <p><i>The time-keeper for the meeting is _____.</i></p> <p><i>[If appropriate, have remaining team members introduce themselves.]</i></p>	<p>Introductions. Participants are told which team members are assigned formal roles for the meeting, information that will help them to better understand the interactions and conversations that follow.</p>
<p><i>This meeting will last about 30 minutes.</i></p>	<p>Time Constraints. Team members are reminded that the RTI Problem-Solving Team has only limited time within which to work--a prompt to remain on-topic and refrain from side-bar conversations.</p>
<p><i>Our team has much to do. To work efficiently, we will follow a structured problem-solving agenda. During today's meeting, we will:</i></p> <p><i>stay focused on issues that are within our ability to change.</i></p> <p><i>identify the top 1 or 2 intervention targets that we will work on.</i></p> <p><i>design a written intervention plan with strategies to help our student to be successful.</i></p> <p><i>set specific goals for improvement and choose ways to collect student data to track progress.</i></p> <p><i>schedule a follow-up meeting in no more than 8 weeks to see how the intervention is going.</i></p>	<p>Agenda. Briefly reviewing the meeting agenda informs those who are new to the RTI process of what to expect.</p> <p>The agenda review also reinforces the point that the RTI Team is expected to conclude the meeting with a viable intervention plan.</p>
<p><i>Everyone attending this meeting is a part of our RTI Team. So as we develop the intervention plan, you should all feel free to offer your ideas and to ask questions.</i></p>	<p>Rules of Engagement. Participants are explicitly encouraged to be active participants in the discussion. This 'talking point' is especially important for participants who are new to the</p>



<i>Are there any questions at this time? If not, let's begin!</i>	RTI Team process or who tend to be passive observers.
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Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals

Directions: The selected measures listed below can be used to monitor student academic and behavioral goals. Select those measures that your RTI Team will use to monitor a particular student. Write the monitoring procedures you have chosen into Step 5 ('Goal-Setting') on the *RTI Team Meeting Minutes Form*.

ACADEMIC TARGETS

CBM: Curriculum-Based Measurement		
	Description of Measure	Suggested Behavior Goals
<input type="checkbox"/>	Oral Reading Fluency	• Increase __ Correct Read Words Per Minute to __
<input type="checkbox"/>	Maze Passages (Reading Comprehension)	• Increase __ Correct Maze Responses in 3 Minutes to __
<input type="checkbox"/>	Math Computation: Specify Computation Problem Type(s)	• Increase __ Correct Digits Per 2 Minutes to __
<input type="checkbox"/>	Writing: Total Words	• Increase __ Total Words in 3 Minutes to __
<input type="checkbox"/>	Writing: Correctly Spelled Words	• Increase __ Words Spelled Correctly in 3 Minutes to __
<input type="checkbox"/>	Writing: Correct Writing Sequences	• Increase __ Correct Writing Sequences in 3 Minutes to __

Permanent Work Products (Classroom Assignments)		
	Description of Measure	Suggested Behavior Goals
<input type="checkbox"/>	Amount of Work Completed	• Increase the Average Percentage of Class Assignments Completed to __%
<input type="checkbox"/>	Accuracy of Work Completed	• Increase the Average Percentage of Work Done Correctly on Class Assignments to __%
<input type="checkbox"/>	Quality of Work Completed	• Increase the Average Grade in [Subject Area] to ____ • Increase Average Teacher Ratings on Class Assignments Using a [Subject Area] Rubric to ____

Homework Assignments



	Description of Measure	Suggested Behavior Goals
<input type="checkbox"/>	Work Turned In	<ul style="list-style-type: none"> Increase the Average Number of Times per Week When Homework is Turned in to ____
<input type="checkbox"/>	Amount of Work Completed	<ul style="list-style-type: none"> Increase the Average Amount of Homework Completed Correctly to ____
<input type="checkbox"/>	Accuracy of Work Completed	<ul style="list-style-type: none"> Increase the Average Percentage of Homework Completely Correctly to ____
<input type="checkbox"/>	Quality of Work Completed	<ul style="list-style-type: none"> Increase the Average Student Grade on Homework to ____ Increase Teacher Ratings of the Quality of Student Work Using an Evaluation Rubric to ____
Tests/Quizzes		
	Description of Measure	Suggested Behavior Goals
<input type="checkbox"/>	Global Measure of Student Performance	<ul style="list-style-type: none"> Increase the Average Test/Quiz Grade in [Subject Area] to _____

BEHAVIORAL TARGETS

Daily Behavior Report Card (DBRCs). NOTE: Free DBRCs can be created conveniently online at:

<http://www.jimwrightonline.com/php/tbrc/tbrc.php>

	Description of Measure	Suggested Behavior Goal
<input type="checkbox"/>	[Each DBRC behavior-rating item is customized to match the student's presenting concern(s)]	<ul style="list-style-type: none"> Increase the Average Teacher Ratings of 'Satisfactory' or Better on the DBRC Item <i>[Insert Item]</i> to ____ Increase the Frequency of Teacher Ratings of 'Satisfactory' or Better on the DBRC Item <i>[Insert Item]</i> to ____ Times Per Week.



Verbal & Written Reports		
	Description of Measure	Suggested Behavior Goal
<input type="checkbox"/>	Teacher Written Reports	<ul style="list-style-type: none"> As reflected in teacher written reports, the student will INCREASE the desired behavior [<i>insert behavior</i>] to a level of ___ Times Per Hour/Class Period/Day/Week As reflected in teacher written reports, the student will DECREASE the problem behavior [<i>insert behavior</i>] to a level of ___ Times Per Hour/Class Period/Day/Week
<input type="checkbox"/>	Teacher Verbal Reports	<ul style="list-style-type: none"> As reflected in teacher verbal reports, the student will INCREASE the desired behavior [<i>insert behavior</i>] to a level of ___ Times Per Hour/Class Period/Day/Week As reflected in teacher verbal reports, the student will DECREASE the problem behavior [<i>insert behavior</i>] to a level of ___ Times Per Hour/Class Period/Day/Week
<input type="checkbox"/>	Student/Parent Journal	<ul style="list-style-type: none"> As reflected in student/parent journal entries, the student will INCREASE the desired behavior [<i>insert behavior</i>] to a level of ___ Times Per Hour/Class Period/Day/Week As reflected in student/parent journal entries, the student will DECREASE the problem behavior [<i>insert behavior</i>] to a level of ___ Times Per Hour/Class Period/Day/Week
<input type="checkbox"/>	Student/Parent Verbal Reports	<ul style="list-style-type: none"> As reflected in regular verbal reports that the student/parent will make to ___, the student will INCREASE the desired behavior [<i>insert behavior</i>] to a level of ___ Times Per Hour/Class Period/Day/Week As reflected in regular verbal reports that the student/parent will make to ___, the student will DECREASE the problem behavior [<i>insert behavior</i>] to a level of ___ Times Per Hour/Class Period/Day/Week

Compliance With the School Behavioral Code of Conduct		
	Description of Measure	Suggested Behavior Goal
<input type="checkbox"/>	Office Disciplinary Referrals	<ul style="list-style-type: none"> Reduce the Frequency of Office Disciplinary Referrals for [<i>insert behavioral concern</i>] to ___ Per Day/Week/Month



Attendance/Tardiness		
	Description of Measure	Suggested Behavior Goal
<input type="checkbox"/>	Student Attendance	<ul style="list-style-type: none">• Reduce the Percentage of Days Absent During the Next <i>[Insert Weeks]</i> Weeks to ____%• Reduce the Number of Days Absent During the Next <i>[Insert Weeks]</i> Weeks to No More Than ____
<input type="checkbox"/>	Student Tardiness	<ul style="list-style-type: none">• Reduce the Percentage of Days Tardy During the Next <i>[Insert Weeks]</i> Weeks to ____%• Reduce the Number of Days Tardy During the Next <i>[Insert Weeks]</i> Weeks to No More Than ____