RTI Toolkit: A Practical Guide for Schools

An Introduction to RTI & Classroom Interventions

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RTI for Academics: Critical Elements

The elements below are important components of the RTI model. Review each element and discuss how to implement it in your school or district:

Tier 1 Interventions: Evidence-Based & Implemented With Integrity		
Tier 1: Classroom Interventions. The classroom teacher is the 'first responder' for students with academic delays. Classroom efforts to instruct and individually support the student should be documented.		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
☐ YES ☐ NO	Tier 1: High-Quality Core Instruction. The student receives high-quality core instruction in the area of academic concern. 'High quality' is defined as at least 80% of students in the classroom or grade level performing at or above gradewide academic screening benchmarks through classroom instructional support alone (Christ, 2008).	Inadequate or incorrectly focused core instruction may be an explanation for the student's academic delays.
☐ YES ☐ NO	Tier 1: Classroom Intervention. The classroom teacher gives additional individualized academic support to the student beyond that provided in core instruction. • The teacher documents those strategies on a Tier 1 intervention plan. • Intervention ideas contained in the plan meet the district's criteria as 'evidence-based'. • Student academic baseline and goals are calculated, and progress-monitoring data are collected to measure the impact of the plan. • The classroom intervention is attempted for a period sufficiently long (e.g., 4-8 instructional weeks) to fully assess its effectiveness.	An absence of individualized classroom support or a poorly focused classroom intervention plan may contribute to the student's academic delays.
☐ YES ☐ NO	Tier 1: Intervention Integrity. Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about: • Frequency and length of intervention sessions. • Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly.	Without intervention-integrity data, it is impossible to discern whether academic underperformance is due to the student's 'non-response' to intervention or due to an intervention that was poorly or inconsistently carried out.

Tier 1: Decision Point: Teacher Consultation/Team Meeting		
Decision Points: At Tier 1, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
☐ YES ☐ NO	Tier 1: Classroom Teacher Problem-Solving Meetings. The school has set up a forum for teachers to discuss students who need Tier 1 (classroom) interventions and to schedule follow-up meetings to evaluate progress. That forum takes one of two forms: • *Consultant.* The school compiles a list of consultants in the school who can meet with individual teachers or grade-level teams to discuss specific students and to help the teacher to create and to document an intervention plan. • *Grade-Level Team.* The school trains grade-level teams to conduct problem-solving meetings. Teachers are expected	If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it cannot answer whether each teacher is consistently following recommended practices in developing those plans.

	to bring students to regularly scheduled team meetings to discuss them and to create and document an intervention plan.	

Tier 2/3 Interventions: Evidence-Based & Implemented With Integrity		
Tiers 2 & 3: Supplemental Interventions. Interventions at Tiers 2 & 3 supplement core instruction and specifically target the student's academic deficits.		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
☐ YES ☐ NO	Tier 2/3 Interventions: Minimum Number & Length. The student's cumulative RTI information indicates that an adequate effort in the general-education setting has been made to provide supplemental interventions at Tiers 2 & 3. The term 'sufficient effort' includes the expectation that within the student's general education setting: • A minimum number of separate Tier 2/3 intervention trials (e.g., three) are attempted. • Each intervention trial lasts a minimum period of time (e.g., 6-8 instructional weeks).	A foundation assumption of RTI is that a general-education student with academic difficulties is typical and simply needs targeted instructional support to be successful. Therefore, strong evidence (i.e., several documented, 'good-faith' intervention attempts) is needed before the school can move beyond the assumption that the student is typical to consider whether there are possible 'within-child' factors such as a learning disability that best explain the student's academic difficulties.
☐ YES ☐ NO	Tier 2/3 Interventions: Essential Elements. Each Tier 2/3 intervention plan shows evidence that: • Instructional programs or practices used in the intervention meet the district's criteria of 'evidence-based. • The intervention has been selected because it logically addressed the area(s) of academic deficit for the target student (e.g., an intervention to address reading fluency was chosen for a student whose primary deficit was in reading fluency). • If the intervention is group-based, all students enrolled in the Tier 2/3 intervention group have a shared intervention need that could reasonably be addressed through the group instruction provided. • The student-teacher ratio in the group-based intervention provides adequate student support. NOTE: For Tier 2, group sizes should be capped at 7 students. Tier 3 interventions may be delivered in smaller groups (e.g., 3 students or fewer) or individually. • The intervention provides contact time adequate to the student academic deficit. NOTE: Tier 2 interventions should take place a minimum of 3-5 times per week in sessions of 30 minutes or more; Tier 3 interventions should take place daily in sessions of 30 minutes or more (Burns & Gibbons, 2008).	Supplemental intervention programs are compromised if they are not based on research, are too large, or include students with very discrepant intervention needs. Schools cannot have confidence in the impact of such potentially compromised supplemental intervention programs.
☐ YES ☐ NO	Tier 2/3 Interventions: Intervention Integrity. Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about:	Without intervention-integrity data, it is impossible to discern whether academic underperformance is due to the

	• Frequency and length of intervention sessions. • Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly.	student's 'non-response' to intervention or due to an intervention that was poorly or inconsistently carried out.

Decision Point for Tier 2: Data Analysis Team

Decision Points: At Tier 2, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).

Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
☐ YES ☐ NO	Tier 2: Data Analysis Team. The school has established a Data Analysis Team at Tier 2 to evaluate the school-wide screening data collected three times per year and to place students who need Tier 2 interventions. The Data Analysis Team • is knowledgeable of all intervention personnel and evidence-based programs available for Tier 2 interventions. • knows how to identify students who have failed to meet expected screening benchmarks • can use the benchmarks to estimate the risk for academic failure of each student picked up in the screening • is able to match identified students to appropriate interventions while providing students with sufficient instructional support. • can document the Tier 2 intervention set up for each student NOTE: It is also recommended that the Data Analysis Team meet at least once *between* each screening period to review the progress of students on Tier 2 intervention, to apply screening benchmarks, and to decide for each student whether to maintain the current intervention, change the Tier 2 intervention, move the student to more intensive Tier 3 intervention, or (if improved) discontinue the Tier 2 intervention and transition the student to Tier 1 support alone.	If the school lacks a functioning Data Analysis Team, there are likely to be several important questions left unanswered, such as the following: • Are screening data being used to bring consistency and objectivity to the selection of students who need Tier 2 intervention? • Are the intervention programs at Tier 2 'evidence-based'? • Is the progress of students receiving Tier 2 intervention reviewed every 6-8 instructional weeks to ensure that students don't remain in ineffective interventions and don't continue to occupy intervention 'slots' after they have closed the academic gap with peers?

Decision Point for Tier 3: RTI Problem-Solving Team

Decision Points: At Tier 3, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).

Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
☐ YES ☐ NO	Tier 3: RTI Problem-Solving Team. The school has established an 'RTI Problem-Solving Team' to create customized intervention plans for individual students who require Tier 3 (intensive) interventions. The RTI Problem-Solving Team: • has created clear guidelines for when to accept a Tier 3 student referral. • follows a consistent, structured problem-solving model during its meetings. • schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan is effective.	The RTI Problem-Solving Team is the 'decision point' in the school that ensures that students with Tier 3 academic or behavioral needs receive interventions that are well-documented, well-implemented, and sufficiently intensive to match the student's serious deficits. Most Special Education Eligibility Teams use Tier 3

	• develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people. • builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns.	Problem-Solving Teams as a quality-control mechanism and gate-keeper that prevents students from being referred for possible special education services until the school has first exhausted all general-education service options.

School-Wide Academic Screenings: General Outcome Measures and Skill-Based Measures		
Peer Norms: The school selects efficient measures with good technical adequacy to be used to screen all students at a grade level in targeted academic areas.		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
☐ YES ☐ NO	Selection of Academic Screening Measures. The school has selected appropriate grade-level screening measures for the academic skill area(s) in which the target student struggles (Hosp, Hosp & Howell, 2007). The selected screening measure(s): • Have 'technical adequacy' as grade-level screeners—and have been researched and shown to predict future student success in the academic skill(s) targeted. • Are general enough to give useful information for at least a full school year of the developing academic skill (e.g., General Outcome Measure or Skill-Based Mastery Measure). • Include research norms, proprietary norms developed as part of a reputable commercial assessment product, or benchmarks to guide the school in evaluating the risk level for each student screened.	Academic screening measures provide a shared standard for assessing student academic risk. If appropriate gradewide academic screening measure(s) are not in place, the school cannot efficiently identify struggling students who need additional intervention support or calculate the relative probability of academic success for each student.
☐ YES ☐ NO	Local Norms Collected via Gradewide Academic Screenings at Least 3 Times Per Year. All students at each grade level are administered the relevant academic screening measures at least three times per school year. The results are compiled to provide local norms of academic performance.	In the absence of regularly updated local screening norms, the school cannot easily judge whether a particular student's skills are substantially delayed from those of peers in the same educational setting.

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How To: Implement Strong Core Instruction

When teachers must present challenging academic material to struggling learners, they can make that material more accessible and promote faster learning by building assistance directly into instruction. Researchers use several terms to refer to this increased level of student instructional support: explicit instruction, direct instruction, supported instruction (Rosenshine, 2008).

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction	
Instructional Element	Notes
☐ Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
☐ Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
☐ Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support	
Instructional Element	Notes
☐ Detailed Explanations & Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
☐ Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
☐ Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	
☐ Collaborative Assignments. Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).	
☐ Checks for Understanding. The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).	

☐ Group Responding. The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).	
☐ High Rate of Student Success. The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).	
☐ Brisk Rate of Instruction. The lesson moves at a brisk rate--sufficient to hold student attention (Carnine,1976; Gettinger & Seibert, 2002).	
☐ Fix-Up Strategies. Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).	

3. Give Timely Performance Feedback	
Instructional Element	Notes
☐ Regular Feedback. The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).	
☐ Step-by-Step Checklists. For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).	

4. Provide Opportunities for Review & Practice	
Instructional Element	Notes
☐ Spacing of Practice Throughout Lesson. The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).	
☐ Guided Practice. When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).	
☐ Support for Independent Practice. The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).	
☐ Distributed Practice. The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).	

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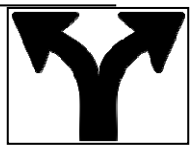
The Struggling Student in a General-Education Setting: Pivot Points



Directions. The student competencies in the table below represent 'pivot points'—opportunities for educators to support the at-risk student to 'pivot' them toward school success. \Number in descending order the 5 competencies that you believe pose the greatest challenge for students in your classroom or school to attain.

Ranking	Student Competency
	A. Basic Academic Skills. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.
	B. Academic Survival Skills. The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.
	C. Work Completion. The student independently completes in-class work and homework.
	D. Transitions. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).
	E. Attentional Focus. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.
	F. Emotional Control. The student manages emotions across settings, responding appropriately to setbacks and frustrations.
	G. Peer Interactions. The student collaborates productively and has positive social interactions with peers.
	H. Self-Efficacy. The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').
	I. Self-Understanding. The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.
	J. Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.

How To: Define Academic Problems: The First Step in Effective Intervention Planning

Students who struggle with academic deficits do not do so in isolation. Their difficulties are played out in the larger context of the school environment and curriculum—and represent a 'mismatch' between the characteristics of the student and the instructional demands of the classroom (Foorman & Torgesen, 2001). It may surprise educators to learn that the problem-identification step is the most critical for matching the student to an effective intervention (Bergan, 1995). Problem identification statements should be defined in clear and specific terms sufficient to pass 'the stranger test' (Howell, Hosp, & Kurns, 2008). That is, the student problem can be judged as adequately defined if a person with no background knowledge of the case and equipped only with the problem-identification statement can observe the student in the academic setting and know with confidence when the problem behavior is displayed and when it is not.

Here are recommendations for increasing teacher capacity to frame student skills in relation to curriculum requirements, describe student academic problems in specific terms, and generate a hypothesis about why the problem is occurring.

1. Know the Common Core. Academic abilities can best be described in terms of the specific curriculum skills or knowledge that students are required to demonstrate. The Common Core State Standards for English Language Arts and Mathematics are an excellent starting point. Teachers should have a firm grasp of the Common Core standards for ELA and Math at their instructional grade level. They should also know those standards extending to at least two grades below the current grade to allow them to better match students who are off-level academically to appropriate intervention strategies.

2. Describe the academic problem in specific, skill-based terms with a meaningful instructional context (Batsche et al., 2008; Upah, 2008). Write a clear, brief description of the academic skill or performance deficit that focuses on a specific skill or performance area. Include information about the conditions under which the academic problem is observed and typical or expected level of performance.

    - *Conditions*. Describe the environmental conditions or task demands in place when the academic problem is observed.
    - *Problem Description*. Describe the actual observable academic behavior with which the student has difficulty. If available, include specifics about student performance, such as rate of work, accuracy, or other relevant quantitative information.
    - *Typical or Expected Level of Performance*. Calculate a typical or expected performance criterion for this skill or behavior. Typical or expected academic performance can be calculated using a variety of sources, such as benchmark norms, local (classroom) norms, or expert opinion.

Academic Problems: Sample Definitions		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When completing a beginning-level algebra word problem…	…Ann is unable to translate that word problem into an equation with variables…	…while most peers in her class have mastered this skill.
During social studies large-group instruction…	…Franklin attends to instruction an average of 45% of the time…	… while peers in the same room attend to instruction an average of 85% of the time.

For science homework…	… Tye turns in assignments an average of 50% of the time…	… while the classroom median rate of homework turned in is 90%.
On weekly 30-minute in-class writing assignments…	… Angela produces compositions that average 145 words…	…while a sampling of peer compositions shows that the typical student writes an average of 254 words.

3. Develop a hypothesis statement to explain the academic skill or performance problem. The hypothesis states the assumed reason(s) or cause(s) for the student's academic problems. Once it has been developed, the hypothesis statement acts as a compass needle, pointing toward interventions that most logically address the student academic problems. Listed below are common reasons for academic problems. Note that more than one hypothesis may apply to a particular student (e.g., a student may have both a skill deficit and a motivation deficit).

Academic Problems: Possible Hypotheses & Recommendations	
Hypothesis	Recommendation
• *Skill Deficit.* The stu dent has not yet acquired the skill.	Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.
• *Fluency Deficit.* The student has acquired the basic skill but is not yet proficient.	Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.
• *Retention Deficit.* The student can acquire the skill but has difficulty retaining it over an extended period.	Give the student frequent opportunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ('massed review') to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ('distributed review') across longer spans of several weeks or more.
• *Endurance.* The student can do the skill but engages in it only for brief periods.	Consider these ideas to boost endurance: • In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use. • Have the student self-monitor active engagement in skill-building activities--setting daily, increasingly ambitious work goals and then tracking whether he or she successfully reaches those goals.
• *Generalization Deficit.* The student possesses the basic skill but fails to use it across appropriate situations or settings.	Train the student to identify the relevant characteristics of situations or settings when the skill should be used. Provide incentives for the student to use the skill in the appropriate settings.
• *Motivation (Performance) Deficit.* The student is capable of performing the skill and can identify when use of the skill is appropriate—but nonetheless is not motivated to use the skill.	Use various strategies to engage the student in the skill (e.g., select high-interest learning activities; offer incentives to the student for successful use of the skill, etc.).

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How To: Create a Written Record of Classroom Interventions

When general-education students begin to struggle with academic or behavioral issues, the classroom teacher will typically select and implement one or more evidence-based intervention strategies to assist those students. But a strong intervention plan needs more than just well-chosen interventions. It also requires 4 additional components (Witt, VanDerHeyden, & Gilbertson, 2004): (1) student concerns should be clearly and specifically defined; (2) one or more methods of formative assessment should be used to track the effectiveness of the intervention; (3) baseline student data should be collected prior to the intervention; and (4) a goal for student improvement should be calculated before the start of the intervention to judge whether that intervention is ultimately successful. If a single one of these essential 4 components is missing, the intervention is to be judged as fatally flawed (Witt, VanDerHeyden, & Gilbertson, 2004) and as not meeting minimum Response to Intervention standards.

Teachers need a standard format to use in documenting their classroom intervention plans. The *Classroom Intervention Planning Sheet* that appears later in this article is designed to include all of the essential documentation elements of an effective intervention plan. The form includes space to document:

- *Case information*. In this first section of the form, the teacher notes general information, such as the name of the target student, the adult(s) responsible for carrying out the intervention, the date the intervention plan is being created, the expected start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will be in place. Most importantly, this section includes a description of the student problem; research shows that the most significant step in selecting an effective classroom intervention is to correctly identify the target student concern(s) in clear, specific, measureable terms (Bergan, 1995).
- *Intervention.* The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.
- *Materials.* The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.
- *Training.* If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.
- *Progress-Monitoring.* The teacher selects a method to monitor student progress during the intervention. For the method selected, the instructor records what type of data is to be used, collects and enters student baseline (starting-point) information, calculates an intervention outcome goal, and notes how frequently he or she plans to monitor the intervention.

A completed example of the *Classroom Intervention Planning Sheet* that includes a math computation intervention can be found later in this article.

While a simple intervention documentation form is a helpful planning tool, schools should remember that teachers will need other resources and types of assistance as well to be successful in selecting and using classroom interventions. For example, teachers should have access to an 'intervention menu' that contains evidence-based strategies to address the most common academic and behavioral concerns and should be able to get coaching support as they learn how to implement new classroom intervention ideas.

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Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:		Interventionist(s):		Date Intervention Plan Was Written:	
Date Intervention is to Start:		Date Intervention is to End:		Total Number of Intervention Weeks:	
Description of the Student Problem:					

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Materials

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

Training

What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor:	
Baseline	Outcome Goal
How often will data be collected? (e.g., daily, every other day, weekly):	

Ideas for Intervention Progress-Monitoring

- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

Classroom Intervention Planning Sheet: Math Computation Example

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:	*John Samuelson-Gr 4*	Interventionist(s):	*Mrs. Kennedy, classroom teacher*	Date Intervention Plan Was Written:	*10 October 2012*
Date Intervention is to Start:	*M 8 Oct 2012*	Date Intervention is to End:	*F 16 Nov 2012*	Total Number of Intervention Weeks:	*6 weeks*
Description of the Student Problem:	*Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits).*				

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Math Computation Time Drill.(Rhymer et al., 2002)

Explicit time-drills are a method to boost students' rate of responding on arithmetic-fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stop watch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher 'calls time', stops the stopwatch, and tells the students to underline the last number written and to put their pencils in the air. Then students are told to resume work and the teacher restarts the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.

Materials

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

Use math worksheet generator on www.interventioncentral.org to create all time-drill and assessment materials.

Training

What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.

Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments.

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor: *Curriculum-based measurement: math computation assessments: 2 minute single-skill probes*

Baseline	Outcome Goal
12 correct digits per 2 minute probe	*24 correct digits per 2 minute probe*

How often will data be collected? (e.g., daily, every other day, weekly):
WEEKLY

<u>Ideas for Intervention Progress-Monitoring</u>

- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

RTI for Behavior & Social-Emotional Concerns: 'Critical Elements' Checklist

Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

1. High Expectations for Behavior. Students receive explicit training and guidance in expected classroom behaviors--to include:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Teaching Culturally Responsive Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007). Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bal, Thorius, & Kozleski, 2012).		
Training the Class in Basic Classroom Routines. The teacher has established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003). Examples of classroom routines include: • engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities). • assigning and collecting homework and classwork. • transitioning students efficiently between activities.		
Posting Positive Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).		
2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement--to include:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Ensuring Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).		

Providing Explicit Instruction. When teaching new material, the teacher delivers instruction in a manner that maximizes student understanding: starting with (1) modeling and demonstration, moving to (2) supervised practice with performance feedback, and concluding with (3) opportunities for independent practice with feedback (Rosenshine, 2008).		
Promoting Active Engagement. The teacher inserts activities at key points throughout the lesson to ensure that learners are engaged in 'active accurate responding' (Skinner, Pappas & Davis, 2005) at rates sufficient to hold attention and optimize learning.		
Providing a Brisk Rate of Instruction. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., drawn-out transitions between activities) when misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).		
Offering Choice Opportunities. The teacher provides the class with appropriate opportunities for choice when completing in-class academic tasks (Jolivette, Wehby, Canale, & Massey, 2001) Offering choice options can increase academic motivation and focus while reducing problem behaviors.		

3. Managing the Classroom. The teacher uses active, positive techniques to manage the classroom--to include:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Scanning the Class Frequently. The teacher 'scans' the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002).		
Employing Effective Verbal Commands. The teacher delivers clear directives to students that are (1) spoken calmly, (2) brief, (3) stated when possible as DO statements rather than as DON'T statements, (4) framed in clear, simple language, and (5) delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005). These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.		
Providing Active Supervision. The teacher frequently moves through the classroom--strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002). As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors , and praises examples of appropriate student behavior.		
Shaping Behavior Through Praise. To increase desired behaviors, the		

teacher praises students when they engage in those targeted behaviors (Kern & Clemens, 2007). Effective teacher praise consists of two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher approval (Brophy, 1981; Burnett, 2001). The teacher uses praise at a rate sufficient to motivate and guide students toward the behavioral goal and maintains an average of 4 praise statements for every disciplinary statement (Villeda et al. 2014).		
Establishing a Range of Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; temporarily suspend classroom privileges; send the student to another classroom for a brief reflection period) that can be used before the teacher considers administrative removal of any learner from the classroom (Sprick, Borgmeier, & Nolet, 2002).		

Tier 1: Classroom Interventions. Because the teacher is the Tier 1 (classroom) RTI 'first responder' who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 behavioral interventions.

1. 'First Responder'. As the Tier 1 interventionist, the teacher follows an RTI problem-solving approach to creating intervention plans for individual students:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Accessing Consultant Support. The teacher can easily access a behavioral consultant to assist in creating a student intervention plan to address behavioral/social-emotional concerns.		
Following a Structured Process. The teacher follows a consistent RTI problem-solving process in creating the intervention plan (Bergan, 1995).		
Choosing Evidence-Based Interventions. Strategies included in the intervention plan are evidence-based-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008).		
Tracking Student Progress. The teacher has set a goal for improvement in the intervention plan and selected at least one method of formative data collection (e.g., Behavior Report Card) to monitor the student's progress toward the goal during the intervention.		
Allocating Sufficient Time. The intervention plan is scheduled to span a minimum length of time (e.g., 4-8 instructional weeks) sufficient to allow the teacher to fully judge its effectiveness.		
Documenting the Intervention. The teacher uses an online Content Management System (e.g., RTIm Direct) or an electronic or paper form to record details of the intervention plan. This documentation is completed *prior* to the start of the intervention.		
Ensuring Adult Participation. In settings with more than one educator (e.g., co-taught classrooms), all adults in that setting implement the intervention plan consistently with the target student.		

Tier 2: Supplemental Interventions. Tier 2 interventions occur above and beyond core instruction--and can take the form of small group programs, mentoring support, or individual counseling. Tier 2 RTI-B interventions are often 'standard-protocol' programs that match common student intervention needs in a school.

1. Entrance & Exit Criteria. Students move into and out of services based on objective data:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Using Data for Recruitment. At several checkpoints during the instructional year, the school identifies students for Tier 2 services through use of one or more objective data sources (e.g., school-wide behavioral screening tools; attendance records; Office Disciplinary Referrals) with specific cut-points (Grosche & Volpe, 2013; McIntosh, Chard, Bolan, & Horner, 2006).		
Convening Team to Place Students in Tier 2 Services. The school convenes a team (e.g., 'Data Analysis Team') that meets periodically (e.g., every 5 weeks) to review school-wide behavioral, attendance, and social-emotional data, to identify at-risk students, and to place them in appropriate Tier 2 services (Mitchell, Stormont & Gage, 2011).		
Making Timely Assignments. Once identified as qualifying for Tier 2 services, students are placed in those services with little or no delay (e.g., within 1-2 weeks of initial referral) (Mitchell, Stormont & Gage, 2011).		
Exiting. At the start of any RTI-behavioral intervention, the school establishes clear outcome goals/criteria for success to allow it to exit students whose data indicate that they no longer require Tier 2 support (Hawken, Vincent & Schumann, 2008).		

2. 'High-Quality' Services. All Tier 2 services are validated as effective based on research:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Inventorying Evidence-Based Services. The school has inventoried its Tier 2 services and verified that all are 'evidence-based'-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008). This inventory may include: • group-delivered interventions (e.g., social-skills training programs); • mentoring programs (e.g., Check & Connect); • individual counseling (e.g., Solution-Focused Brief Counseling); • individualized behavior plans to be implemented across at least 2 instructional settings.		

3. Data Collection. Tier 2 intervention plans are tracked to measure the quality of

implementation and rate of student progress:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Verifying Quality of Implementation. 'Intervention integrity' data are collected periodically (e.g., via direct observation; interventionist self-rating; and/or permanent products from the intervention) to verify that the Tier 2 intervention plan is carried out as designed (Gansle & Noell, 2007; Roach & Elliott, 2008). NOTE: Student attendance is a key aspect of intervention integrity and should equal or exceed 80%.		
Tracking Student Progress. Every Tier 2 intervention plan has at least one source of data (e.g., Behavior Report Card; behavioral frequency count) to be used to track the student's targeted behavior(s) (Grosche & Volpe, 2013). Before beginning the intervention, the school establishes a desired outcome goal that defines the minimum level of acceptable improvement during the intervention timespan. During the intervention, data are collected periodically (e.g., daily; weekly) to assess progress toward the outcome goal.		

Tier 3: Intensive: RTI Problem-Solving Team. General-education students needing Tier 3 academic or behavioral services take up the greatest amount of RTI resources and are at risk for referral to special education if they fail to improve. So these high-stakes cases require the RTI Problem-Solving Team, which follows a customized, team-based 'problem-solving' approach.

1. Problem-Solving Focus. The RTI Problem-Solving Team follows an investigative format to understand the unique needs of students requiring intensive intervention plans:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Creating a Tier 3 RTI Problem-Solving Team. The school has established an 'RTI Problem-Solving Team' to create customized intervention plans for individual students who require Tier 3 (intensive) social-emotional and/or behavioral interventions(Eber, Sugai, Smith & Scott. (2002).). The RTI Problem-Solving Team: • has created clear guidelines for when to accept a Tier 3 student referral. • identifies the function(s) that support problem behaviors of any referred student to better select appropriate interventions. • follows a consistent, structured problem-solving model during its meetings. • schedules (1) initial meetings to discuss student concerns and (2) follow-up meetings to review student progress and judge whether the intervention plan is effective. • develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and		

people. • builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns.		
Implementing 'Non-Responder' Decision Rules. The RTI Team applies consistent guidelines/decision rules to judge which students with intensive behavioral needs have failed to respond to general-education behavioral plans and are candidates for referral to the Special Education Eligibility Team.		

2. Capacity for Mental-Health Interventions. The RTI Problem-Solving Team has resources to assemble interventions with strong behavioral/mental-health components:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Enlisting Staff Participation The RTI Team has the authority and scope to enlist the participation in the Tier 3 intervention plan of any educator who regularly interacts with the student.		
Accessing School-Wide Resources. The RTI Team has inventoried and can access available resources within the school--including Tier 1 and 2 intervention programs and services-- to include in any comprehensive, customized intervention plans that it creates. The Team also ensures that all elements of its interventions plans are 'evidence-based'-- i.e., supported by published research (Hawken, Vincent & Schumann, 2008).		
Serving as Resource Gatekeeper. The RTI Team serves as gatekeeper when scarce social-emotional or behavioral resources are to be added to a student's RTI-B intervention plan--e.g., temporary assignment of a 1:1 Teaching Assistant; placement in a multi-week series of individual counseling sessions.		
Conducting FBAs/BIPs. The RTI Team has the capacity to carry out Functional Behavioral Assessments (FBAs) and to use the resulting information to assemble Behavior Intervention Plans (BIPs) for students with the most intensive behavioral needs.		
Running 'Wrap-Around' Meetings. With parent agreement, the RTI Team is prepared to invite to Problem-Solving Meetings staff from mental-health or other community agencies who work with the student. These joint discussion between school and community agencies are run as 'wrap-around' meetings, with the goal of creating a comprehensive intervention plan that coordinates school, home, and perhaps community support.		

3. Data Collection. Tier 3 intervention plans are tracked to measure the quality of

implementation and rate of student progress:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Verifying Quality of Implementation. 'Intervention integrity' data are collected periodically (e.g., via direct observation; interventionist self-rating; and/or permanent products from the intervention) to verify that the Tier 3 intervention plan is carried out as designed (Gansle & Noell, 2007; Roach & Elliott, 2008).		
Tracking Student Progress. Every Tier 3 intervention plan has at least two sources of data (e.g., Behavior Report Card; behavioral frequency count) to be used to track the student's targeted behavior(s) (Grosche & Volpe, 2013). Before beginning the intervention, the school establishes a desired outcome goal that defines the minimum level of acceptable improvement during the intervention timespan. During the intervention, data are collected periodically (at least weekly) to assess progress toward the outcome goal.		

RTI-B: School-Wide Screenings. Schools use an array of building-wide data and screening tools proactively to identify students with behavioral or social/emotional problems. These students can then be placed on appropriate classroom (Tier 1), early-intervention (Tier 2), or intensive-intervention (Tier 3) support plans.

1. Analysis of Archival Data. The school uses existing data as a screener to identify students with emerging attendance and/or behavior problems:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
Developing a System for Archival Data Analysis. The school creates a process for analyzing building-wide archival data on attendance/tardiness and Office Disciplinary Referrals (ODRs) to identify students with significant concerns of behavior, social-emotional adjustment, and school engagement (Grosche & Volpe, 2013; McIntosh, Chard, Bolan, & Horner, 2006). This system includes: • periodic (e.g., every 5 weeks) compilation and review of school-wide attendance/tardiness and ODR data. • the setting of cut-points for each data source that will determine which students are at-risk. • creation of a matrix of routine RTI responses to match cut-points. This matrix directs the school to appropriate RTI interventions that correspond with the Tier 2 and Tier 3 cut-points for tardiness, absences, and ODRs.		

2. Tapping Teacher Knowledge. Up to 3 times per year, instructors use a 'multi-gating' structured process to identify students in their classrooms with significant behavioral or socio-emotional concerns (Grosche & Volpe, 2013).

Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
A. Conducting Class-wide Nominations. Educators are trained to recognize externalizing behaviors, such as non-compliance and hyperactivity, as well as internalizing behaviors, such as social withdrawal and signs of anxiety. Each teacher is directed to nominate the top 3 students in their classroom with the most pronounced externalizing and internalizing behaviors. The school collects these nomination lists.		
B. Filling Out Follow-Up Behavior Questionnaires. The teacher is directed to complete a short (5- to 10-minute) normed behavior-assessment questionnaire for each of the 6 students that he or she previously nominated as internalizing or internalizing. A school mental-health professional collects and scores those questionnaires.		
C. Carrying Out Classroom Observations. The mental-health professional conducts classroom observations of those students nominated by their teachers who score within the 'clinically significant' range on the behavior-assessment questionnaire.		
D. Placing Students in RTI-B Services. Students who are found, via the multi-gating process, to have significant behavioral or socio-emotional needs are matched to appropriate RTI services.		

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