RTI Classroom Teacher Toolkit

HANDOUT 3

Tier 3: Developing an MTSS Problem-Solving Team for Intensive Intervention Planning

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RTI Problem-Solving Team Roles & Responsibilities

RTI Team Role	Responsibilities	Tips for RTI Teams
Facilitator	□ Opens the meeting by welcoming the referring teacher(s), parents, and student; describing what is to be accomplished at the meeting, and how long the meeting will last. □ Guides the Team through the stages of the problem-solving process. □ Checks for agreement between Team members at important discussion points during the meeting. □ Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control--e.g., classroom instruction).	• Write a short introductory 'script' to ensure that important points are always reviewed at the start of the meeting. • Create a poster listing the steps of the meeting problem-solving process as a visual guide to keep Team members on task and to transition from one step to another.
Recorder	□ Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring. □ Asks the Team for clarification as needed about key discussion points, including phrasing of teacher 'problem-identification' statements and intervention descriptions.	• Sit next to the facilitator for ease of communication during the meeting. • When the Team is engaged in exploratory discussion, use 'scratch paper' to capture the main points. When the Team reaches agreement, recopy only the essential information onto the formal meeting forms.
Time-Keeper	□ Monitors the time allocated to each stage of the meeting and informs members when that time has expired.	• Give the Team a 'two-minute warning' whenever time is running low during a stage of the meeting. • If time runs out during a meeting stage, announce the fact clearly. However, let the facilitator be responsible for transitioning the team to the next meeting stage.
Case Manager	□ Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student. □ Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.	• If you discover, when you meet with a referring teacher prior to the RTI Team meeting, that his or her concern is vaguely worded, help the teacher to clarify the concern with the question "What does [teacher concern] look like in the classroom?" • After the RTI Team meeting, consider sending periodic emails to the referring teacher(s) asking them how the intervention is going and inviting them to inform you if they require assistance.
Coordinator	□ Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location, arranging coverage when necessary to allow teachers to attend meetings, and notifying Team members and referring teachers of scheduled meetings.	• During the time set aside for weekly RTI Team meetings, reserve time for the Tam to review new student referrals and to schedule them in the meeting calendar. • Define those coordinator duties that are clerical in nature (e.g., scheduling meeting rooms, emailing meeting invitations, etc.) and assign them to clerical staff.

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

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.*	**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.
I am the facilitator for today's meeting. *The person taking meeting notes will be ____________ .* *The case manager for this student is _______________.* *The time-keeper for the meeting is _________________.* *[If appropriate, have remaining team members introduce themselves.]*	**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.
This meeting will last about 30 minutes.	**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.
Our team has much to do. To work efficiently, we will follow a structured problem-solving agenda. During today's meeting, we will: • *stay focused on issues that are within our ability to change.* • *identify the top 1 or 2 intervention targets that we will work on.* • *design a written intervention plan with strategies to help our student to be successful.* • *set specific goals for improvement and choose ways to collect student data to track progress.* • *schedule a follow-up meeting in no more than 8 weeks to see how the intervention is going.*	**Agenda.** Briefly reviewing the meeting agenda informs those who are new to the RTI process of what to expect. The agenda review also reinforces the point that the RTI Team is expected to conclude the meeting with a viable intervention plan.
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. *Are there any questions at this time? If not, let's begin!*	**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 RTI Team process or who tend to be passive observers.

The Case Manager-Teacher 'Pre-Meeting': Creating a More Efficient RTI Team Process

Prior to an initial RTI Problem-Solving Team meeting, it is recommended that a case manager from the RTI Team schedule a brief (15-20 minute) 'pre-meeting' with the referring teacher. The purpose of this pre-meeting is for the case manager to share with the teacher the purpose of the upcoming full RTI Team meeting, to clarify student referral concerns, and to decide what data should be collected and brought to the RTI Team meeting.

Here is a recommended agenda for the case manager-teacher pre-meeting:

1. *Explain the purpose of the upcoming RTI Problem-Solving Team meeting:* The case manager explains that the RTI Team meeting goals are to (a) fully understand the nature of the student's academic and/or behavioral problems; (b) develop an evidence-based intervention plan for the student; and (c) set a goal for student improvement and select means to monitor the student's response to the intervention plan.

2. *Define the student referral concern(s) in clear, specific terms..* The case manager reviews with the teacher the most important student referral concern(s), helping the teacher to define those concern(s) in clear, specific, observable terms. The teacher is also prompted to prioritize his or her top 1-2 student concerns. NOTE: Use the guides that appear on the next page for writing academic or behavioral problem-identification statements and for dividing global skills into component sub-skills.

   Student Concern 1: ____

   Student Concern 2: ____

3. *Decide what data should be brought to the RTI Team meeting.* The case manager and teacher decide what student data should be collected and brought to the RTI Team meeting to provide insight into the nature of the student's presenting concern(s). Use the table below to select data for RTI decision-making.

Data Source	Types of Data to Be Collected
Archival data: Select relevant information already in the cumulative folder or student database.	
Student work products. Collect examples of homework, tests, in-class assignments, work projects (with examples from typically performing students collected as well for purposes of comparison)	
Student interview. Meet with the student to get his or her perspective on the academic and/or behavioral problems.	
Specialized assessment. Decide whether more specialized, individual assessment is required (e.g., direct observations of the student's rate of on-task behavior; instructional assessment to map out in detail the student's skills in literacy, mathematics, etc.).	

Identifying the Student Concern: Guides for Defining Academic and Behavioral Problems and for Breaking Global Skills into Component Sub-Skills

Academic Problems: Format for Writing Problem Definition Statement		
Environmental Conditions or Task Demands	Problem Description	Typical/ Expected Level of Performance
Example: 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%.

Behavioral Problems: Format for Writing Problem Definition Statement		
Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior
Example: When given a verbal teacher request…	…Jay fails to comply with that request within 3 minutes…	… an average of 50% of the time.

Discrete Categorization: Divide Global Skill into Essential Sub-Skills	
Global Skill: ________________________________	Example : Global Skill: The student will improve classroom organization skills'
Sub-Skill 1: ________________________________ Sub-Skill 2: ________________________________ Sub-Skill 3: ________________________________ Sub-Skill 4: ________________________________ Sub-Skill 5: ________________________________	Example: Sub-Skills for 'Classroom Organization Skills' ☐ Sub-Skill 1: Arrive to class on time ☐ Sub-Skill 2: Bring work materials to class ☐ Sub-Skill 3: Follow teacher directions in a timely manner ☐ Sub-Skill 4: Know how to seek teacher assistance when needed ☐ Sub-Skill 5: Maintain an uncluttered desk with only essential work materials

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

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.

	Description of Measure	Suggested Behavior Goals
❑	Work Turned In	• Increase the Average Number of Times per Week When Homework is Turned in to ____
❑	Amount of Work Completed	• Increase the Average Amount of Homework Completed Correctly to ____
❑	Accuracy of Work Completed	• Increase the Average Percentage of Homework Completely Correctly to ___
❑	Quality of Work Completed	• 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
❑	Global Measure of Student Performance	• 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
❑	[Each DBRC behavior-rating item is customized to match the student's presenting concern(s)]	• Increase the Average Teacher Ratings of 'Satisfactory' or Better on the DBRC Item *[Insert Item]* to ___ • Increase the Frequency of Teacher Ratings of 'Satisfactory' or Better on the DBRC Item *[Insert Item]* to ___ Times Per Week.

Verbal & Written Reports		
	Description of Measure	Suggested Behavior Goal
❑	Teacher Written Reports	• As reflected in teacher written reports, the student will INCREASE the desired behavior [*insert behavior*] to a level of ___ Times Per Hour/Class Period/Day/Week • As reflected in teacher written reports, the student will DECREASE the problem behavior [*insert behavior*] to a level of ___ Times Per Hour/Class Period/Day/Week
❑	Teacher Verbal Reports	• As reflected in teacher verbal reports, the student will INCREASE the desired behavior [*insert behavior*] to a level of ___ Times Per Hour/Class Period/Day/Week • As reflected in teacher verbal reports, the student will DECREASE the problem behavior [*insert behavior*] to a level of ___ Times Per Hour/Class Period/Day/Week
❑	Student/Parent Journal	• As reflected in student/parent journal entries, the student will INCREASE the desired behavior [*insert behavior*] 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 [*insert behavior*] to a level of ___ Times Per Hour/Class Period/Day/Week
❑	Student/Parent Verbal Reports	• As reflected in regular verbal reports that the student/parent will make to ___, the student will INCREASE the desired behavior [*insert behavior*] 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 [*insert behavior*] 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
❑	Office Disciplinary Referrals	• Reduce the Frequency of Office Disciplinary Referrals for [*insert behavioral concern*] to ___ Per Day/Week/Month

Attendance/Tardiness		
	Description of Measure	Suggested Behavior Goal
❑	Student Attendance	• Reduce the Percentage of Days Absent During the Next *[Insert Weeks]* Weeks to ____% • Reduce the Number of Days Absent During the Next *[Insert Weeks]* Weeks to No More Than ____
❑	Student Tardiness	• Reduce the Percentage of Days Tardy During the Next *[Insert Weeks]* Weeks to ____% • Reduce the Number of Days Tardy During the Next *[Insert Weeks]* Weeks to No More Than ____

RTI Problem-Solving Team: Initial Meeting Minutes Form

Student: Grade/Program: Date:

Attending: [Type in names of those attending the meeting]

STEP 1: Select Intervention Target(s). Describe up to 2 academic and/or behavioral targets to be the focus of this intervention plan. Consult the RTI Team Facilitator's Guide to choose a likely cause or function for each.

Intervention Target	Probable Cause/Function
1.	
2.	

STEP 2: Inventory Student's Strengths, Talents, Interests, Incentives. List student strengths, talents, and/or any activities or incentives that the student finds motivating.

List: Strengths, Talents, Interests, Incentives		
☐ ☐	☐ ☐	☐ ☐

STEP 3: Review Background/Baseline Data. Summarize *relevant* background or baseline information that reveals the student's current level of functioning (e.g., attendance, office disciplinary referrals, student grades, Curriculum-Based Measurement data, Daily Behavior Report Card ratings, direct observations of behavior, etc.).

Name of Data Source	Data Value(s)
Source 1:	
Source 2:	
Source 3:	

Source 4:	

STEP 4: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring. For each intervention target, select methods to monitor student progress and set outcome goals. Try to select at least TWO monitoring methods for each concern. NOTE: For data-collection options, refer to the guide *Common Methods for Monitoring Student Progress Toward Behavioral & Academic Goals* in the RTI Team Facilitator's Guide.

A. Intervention Target 1 (from STEP 1):

Progress-Monitoring: Start Date: End Date: = Total Weeks:

Academic or Behavioral Measure	Expected Outcome/Exit Goal	Person(s) Collecting Data
Academic or Behavioral Measure	Expected Outcome/Exit Goal	Person(s) Collecting Data
Academic or Behavioral Measure	Expected Outcome/Exit Goal	Person(s) Collecting Data

B. Intervention Target 1 (from STEP 1):

Progress-Monitoring: Start Date: End Date: = Total Weeks:

Academic or Behavioral Measure	Academic or Behavioral Measure	Academic or Behavioral Measure
Academic or Behavioral Measure	Academic or Behavioral Measure	Academic or Behavioral Measure
Academic or Behavioral Measure	Academic or Behavioral Measure	Academic or Behavioral Measure

STEP 5: Design an Intervention Plan. In this section, record the main elements of the student's intervention plan.

NOTE: If the plan includes detailed instructions or other documents required to carry out academic or behavioral intervention strategies,(1) label that plan element on this form (e.g., "classroom intervention plan"), (2) check 'Y' in the 'Additional Documentation?' column, and (3) attach those related instructions or documents to this planning page.

[Optional] Check the box(es) that indicates the PRIMARY focus of intervention elements listed on this page:

☐ Academic Support ☐ Behavioral Support ☐ Social/Emotional Support

Date the intervention plan will begin:

Intervention Plan: At-A-Glance

Additional Documentation?	Intervention Strategy	Person(s) Responsible
◯ Y ◯ N		
◯ Y ◯ N		
◯ Y ◯ N		
◯ Y ◯ N		

STEP 5: Design an Intervention Plan (Cont). In this section, record the main elements of the student's intervention plan.

NOTE: If the plan includes detailed instructions or other documents required to carry out academic or behavioral intervention strategies,(1) label that plan element on this form (e.g., "classroom intervention plan"), (2) check 'Y' in the 'Additional Documentation?' column, and (3) attach those related instructions or documents to this planning page.

[Optional] Check the box(es) that indicates the PRIMARY focus of intervention elements listed on this page:

☐ Academic Support ☐ Behavioral Support ☐ Social/Emotional Support

Date the intervention plan will begin:

Intervention Plan: At-A-Glance

Additional Documentation?	Intervention Strategy	Person(s) Responsible
◯ Y ◯ N		
◯ Y ◯ N		
◯ Y ◯ N		
◯ Y ◯ N		

STEP 6: Plan to Share RTI Intervention Plan With Parents. Keeping the parent(s) updated about their child's intervention plan is important.

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?

STEP 7: Review the Intervention and Progress-Monitoring Plans. At the close of the meeting:

- [ ] the recorder reviews the main points of the intervention (STEP 5) and progress-monitoring (STEP 4) plans with the team;
- [ ] the RTI Team schedules a date and time for the follow-up meeting on this student. NOTE: Generally, follow-up meetings are scheduled 6-8 instructional weeks from the start date of the intervention plan (listed in Step 5).

Follow-Up Meeting Date and Time:

Worksheet: Tier 3: The RTI Problem-Solving Team

School:______________________ Team Members: __________________________ Date: ____________

Recruit your 'dream' Tier 3 Problem-Solving Team. RTI Problem-Solving Teams are stronger when they are multi-disciplinary.

Generate a list of people/positions at your school that you believe should serve on your RTI Problem-Solving Team, along with their area(s) of competence.

TIP: Consider recruiting a larger number of staff for the Team and rotating them at RTI Team meetings or inviting members only when the student referral concern matches their area(s) of expertise.

Staff Member/Position	Area(s) of Competence to Support the Tier 3 Team

Describe Tier 3 'Non-Negotiables'. Problem-Solving Teams should have clear expectations for teacher referrals.

Tier 3: Non-Negotiables: Getting Specific	
1. Write a description of your group's 'non-negotiable' expectations of the documentation required to refer a student to the RTI Team.	
2. Brainstorm a process for reviewing RTI Team referrals and –if necessary—'walking them back' to the referring educator for more interventions.	

Edit Team Talking Points. Review the sample set of talking points below. Edit them to create the specific points that your team will use uniformly to create an efficient, positive meeting.	
Talking Point	Rationale
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.	**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.
I am the facilitator for today's meeting. *The person taking meeting notes will be ____________ .* *The case manager for this student is _______________.* *The time-keeper for the meeting is _________________.* *[If appropriate, have remaining team members introduce themselves.]*	**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.
This meeting will last about 30 minutes.	**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.
Our team has much to do. To work efficiently, we will follow a structured problem-solving agenda. During today's meeting, we will: *stay focused on issues that are within our ability to change.* *identify the top 1 or 2 intervention targets that we will work on.* *design a written intervention plan with strategies to help our student to be successful.* *set specific goals for improvement and choose ways to collect student data to track progress.* *schedule a follow-up meeting in no more than 8 weeks to see how the intervention is going.*	**Agenda.** Briefly reviewing the meeting agenda informs those who are new to the RTI process of what to expect. The agenda review also reinforces the point that the RTI Team is expected to conclude the meeting with a viable intervention plan.
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. *Are there any questions at this time? If not, let's begin!*	**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 RTI Team process or who tend to be passive observers.

Tier 3: Data Sources. Generate a ‘core set’ of data from your school that should be routinely brought to RTI Team meetings. Next to each data source, note WHO is supposed to bring it.

Data Source	Person(s) Responsible for Bringing Data to Tier 3 Team Meeting