

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



Jim Wright

www.interventioncentral.org



Response to Intervention

Intervention Central
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The screenshot displays the Intervention Central website interface. At the top, the logo "INTERVENTION CENTRAL" is accompanied by the tagline "Your source for RTI resources" and a pencil icon. A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", with social media sharing options for Facebook (Like), Twitter (Tweet), Print, Email, and Google+ (56). On the left, a "Products" section features "RTI Data Collection Forms & Organizer" with an image of the product. Below it, a "Latest Updates" section lists a post from September 17th, 2013, titled "How To: Reduce Time-Outs With Active Response Beads", describing a strategy to replace in-class time-outs with active response beads. The central content area features a photograph of a teacher and four students working together at a table. Below the photo, a text box states: "Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards. Spread the word about ICI!" This is followed by two news items: one from [20 Nov 2013] about "Building Sight-Word Vocabulary: 4 Methods" and another from [18 Nov 2013] about "CBM Warehouse: New Resources for Tracking Basic Academic Skills". On the right, a "Featured Tools" list includes: Academic Intervention Planner for Struggling Students, Behavior Intervention Planner, Behavior Rating Scales Report Card Maker, ChartDog Graph Maker, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Learning Disability Accommodations Finder, Letter Name Fluency Generator, Math Work - Math Worksheet Generator, Reading Fluency Passages Generator, and Student Academic Success Strategies - Checklist Maker.

Workshop materials available at:

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

Handout 1



RTI Classroom Teacher Toolkit

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

Jim Wright, Presenter

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Sweet Home Schools
Amherst, NY

Email: jimw13159@gmail.com

Workshop Materials: <http://www.interventioncentral.org/rtaudit>

Handout 2

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.	

RTI/MTSS Tiers. What are the levels, or 'tiers', of academic intervention in RTI/MTSS?



RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.
- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.
- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

MTSS: ACADEMICS

Tier 3: High-Risk Students: 5%

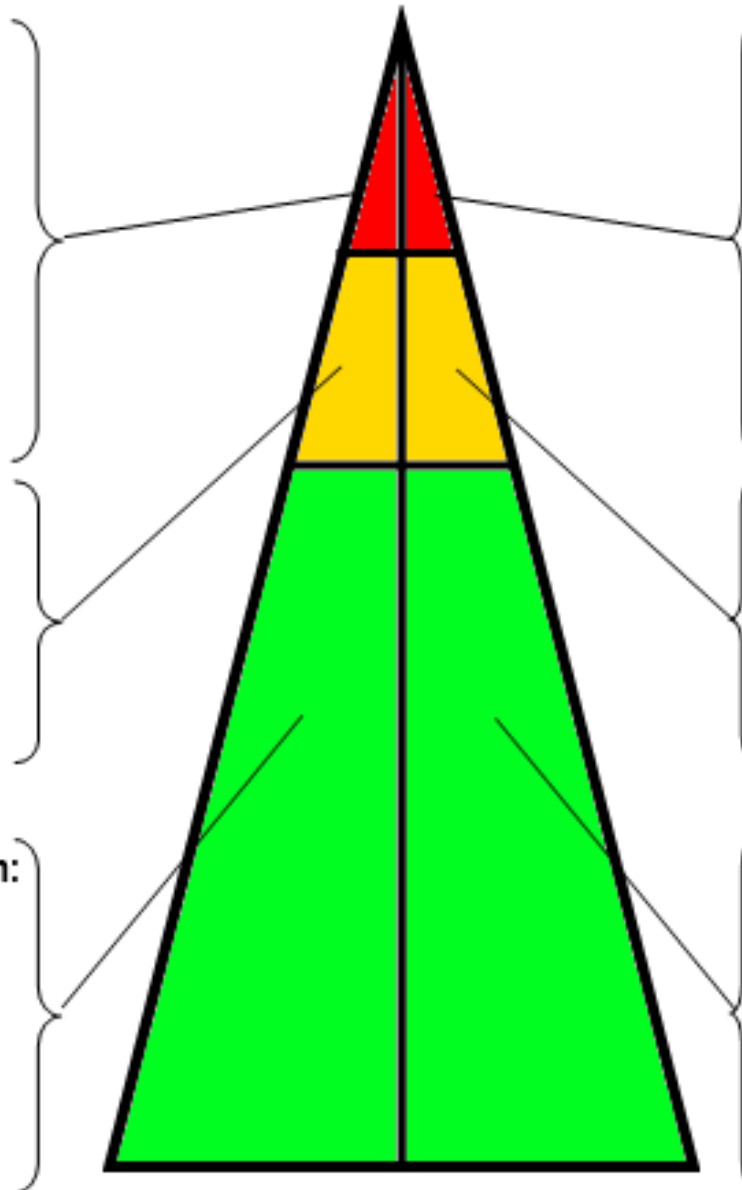
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Core Instruction: 80%

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



MTSS: BEHAVIOR

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Classroom Management: 80%

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

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

Five Core Components of RTI/MTSS Service Delivery

1. Student services are arranged in a multi-tier model
2. Data are collected to assess student baseline levels and to make decisions about student progress
3. Interventions are 'evidence-based'
4. The 'procedural integrity' of interventions is measured
5. RTI/MTSS is implemented and developed at the school- and district-level to be scalable and sustainable over time

Source: Glover, T. A., & DiPerna, J. C. (2007). Service delivery for response to intervention: Core components and directions for future research. *School Psychology Review, 36*, 526-540.

“ NYSED has defined in regulation the minimum components of an RtI program **but does not require a specific RtI model that must be uniformly used by all school districts.** ”

School districts have discretion to make specific decisions when designing the structure and components of their RtI program. (NYSED RTI Guidance Document, 2010; p. 40).

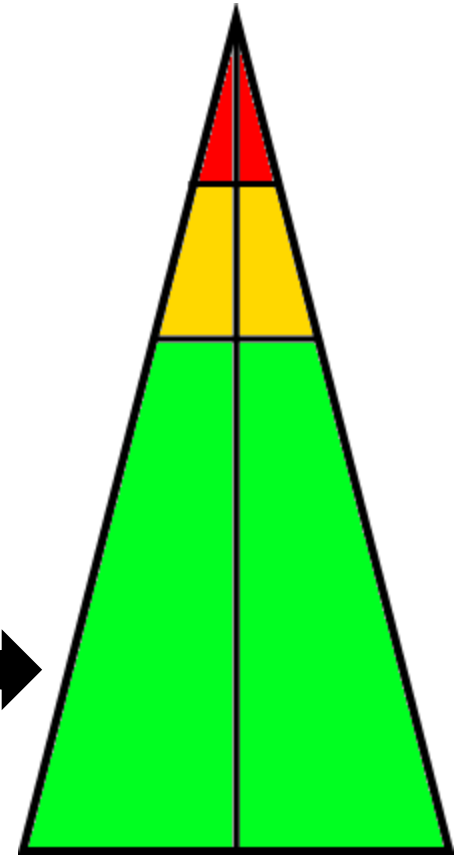
Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts*. Retrieved November 10, 2010, from <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>; p. 40

RTI/MTSS for Academics:

Tier 1: Classwide: 80%

The foundation of RTI/MTSS is built upon the strategies each teacher uses in the classroom to promote strong core instruction.

These instructional strategies focus on the whole group. They ensure that the classroom will be orderly and that instruction will be engaging.



MTSS: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.
(Checklist available online)

How To: Implement Strong Core Instruction

Teacher: Date: Class/Lesson:

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
<input type="checkbox"/> Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> 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).	
<input type="checkbox"/> Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenhine, 2008).	
<input type="checkbox"/> Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenhine, 2008).	

2. Provided 'Scaffolding' Support	
Instructional Element	Notes
<input type="checkbox"/> 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).	
<input type="checkbox"/> 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).	
<input type="checkbox"/> Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenhine, 2008).	
<input type="checkbox"/> 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.	

How to: Implement Strong Core Instruction

1. Access to Instruction

- Instructional Match
- Content Review at Lesson Start
- Preview of Lesson Goal(s)
- Chunking of New Material

2. 'Scaffolding' Support

- Detailed Explanations & Instructions
- Talk Alouds/Think Alouds
- Work Models
- Active Engagement
- Collaborative Assignments
- Checks for Understanding

2. 'Scaffolding' Support (Cont.)

- Group Responding
- High Rate of Student Success
- Brisk Rate of Instruction
- Fix-Up Strategies

3. Timely Performance Feedback

- Regular Feedback
- Step-by-Step Checklists

4. Opportunities for Review/ Practice

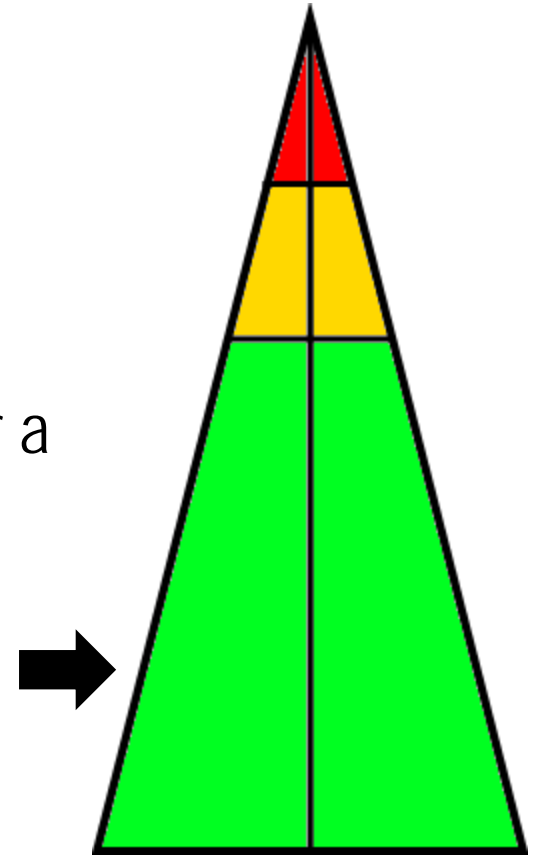
- Spacing of Practice Throughout Lesson
- Guided Practice
- Support for Independent Practice
- Distributed Practice

RTI/MTSS for Academics: Tier 1: Individualized Classroom Support Plans

The teacher meets with their instructional team or a consultant to develop, implement, and document Classroom Support Plans for 'red-flag' students needing additional academic help.

Plans are typically put in place for 4-8 weeks and are delivered with consistency.

The purpose of classroom interventions is to **help the student to be successful in the grade-level curriculum.**



Teacher Problem-Solving: Just a Part of the Job...

Instructors regularly engage in problem-solving efforts, such as:

- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of the grade-level or instructional team for ideas to support a student.
- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.
- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.

Teacher Problem-Solving: All the Work, Little Credit...

In this era of accountability, classroom intervention efforts don't count unless they are documented:

"Teachers are already doing 90% of the work. But they are often getting zero credit."

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.

Tier 1 Classroom Support Plans: Essentials...



- At Tier 1, a problem-solving meeting occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant
- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

Tier 1/Classroom Support Plan: 4-Step Flowchart

1. **IDENTIFY.** The teacher identifies in clear & specific terms 1-2 academic areas in which the student needs classroom intervention support.

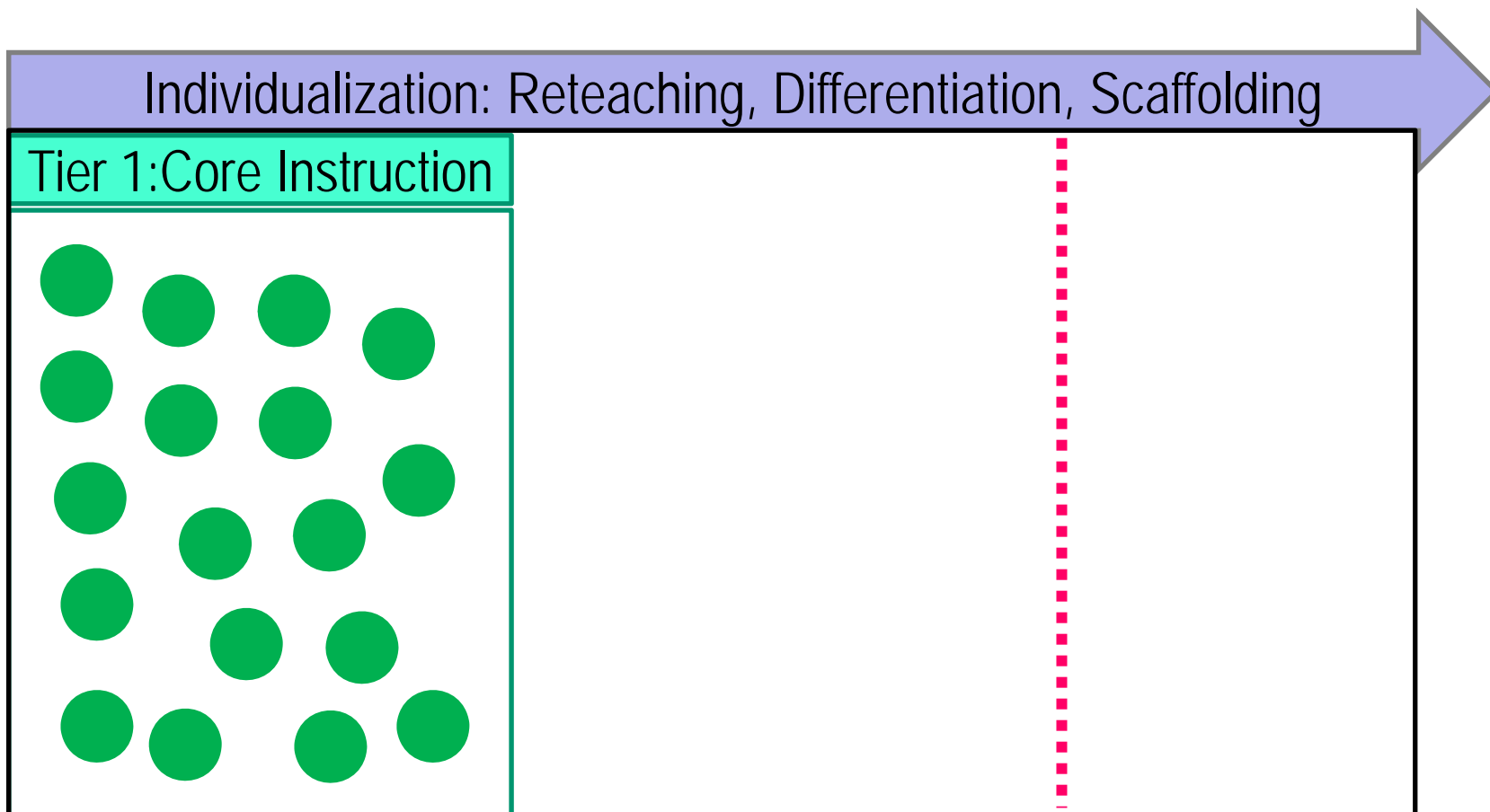


2. **PLAN.** The teacher selects intervention ideas that will help the student—creating a written Classroom Support Plan

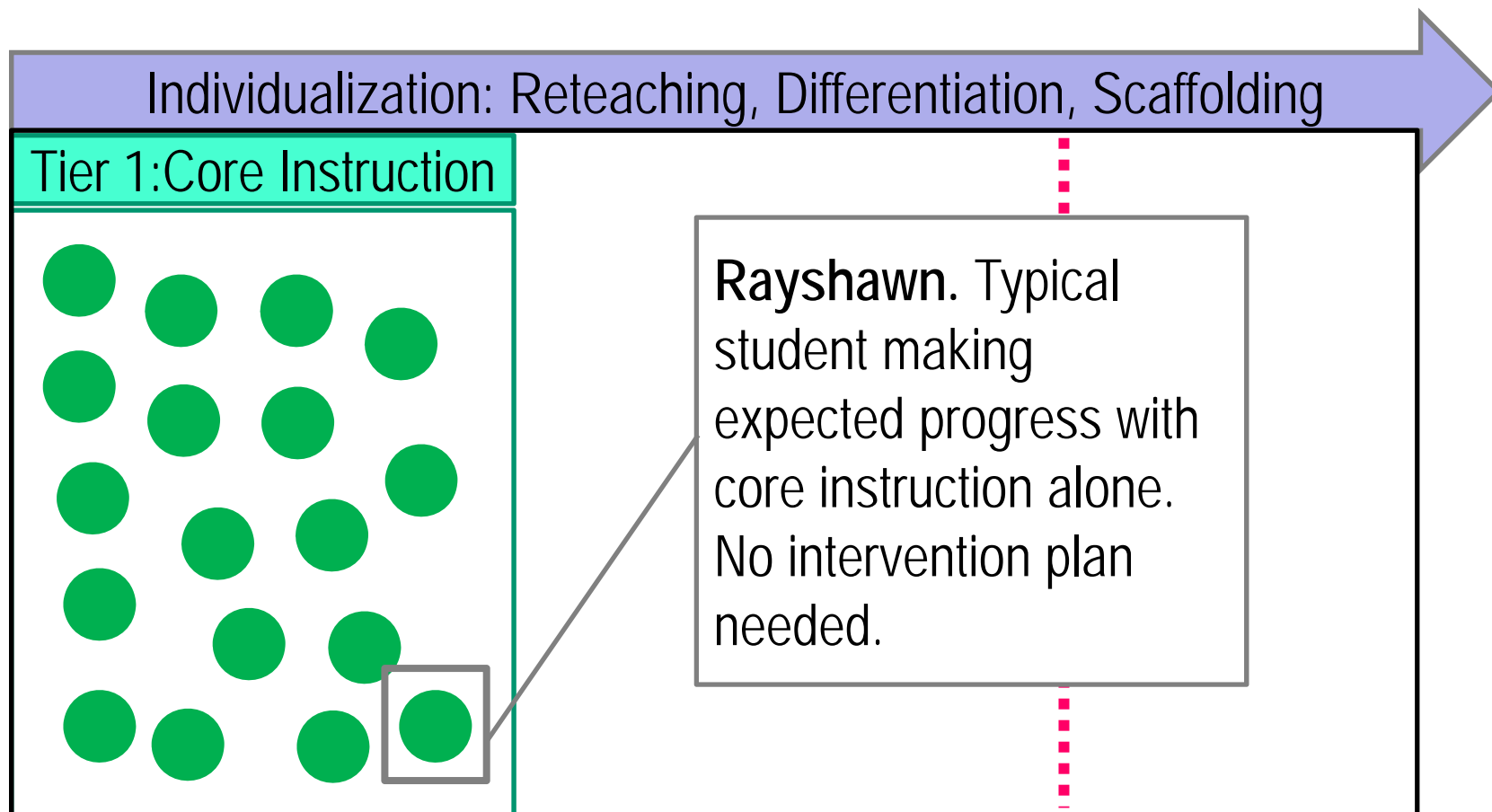
3. **MONITOR.** The teacher chooses a method for monitoring student progress, collecting baseline data and setting an outcome goal.

4. **CHECK UP.** The teacher reviews the Classroom Support Plan in 4-8 weeks to judge its effectiveness.

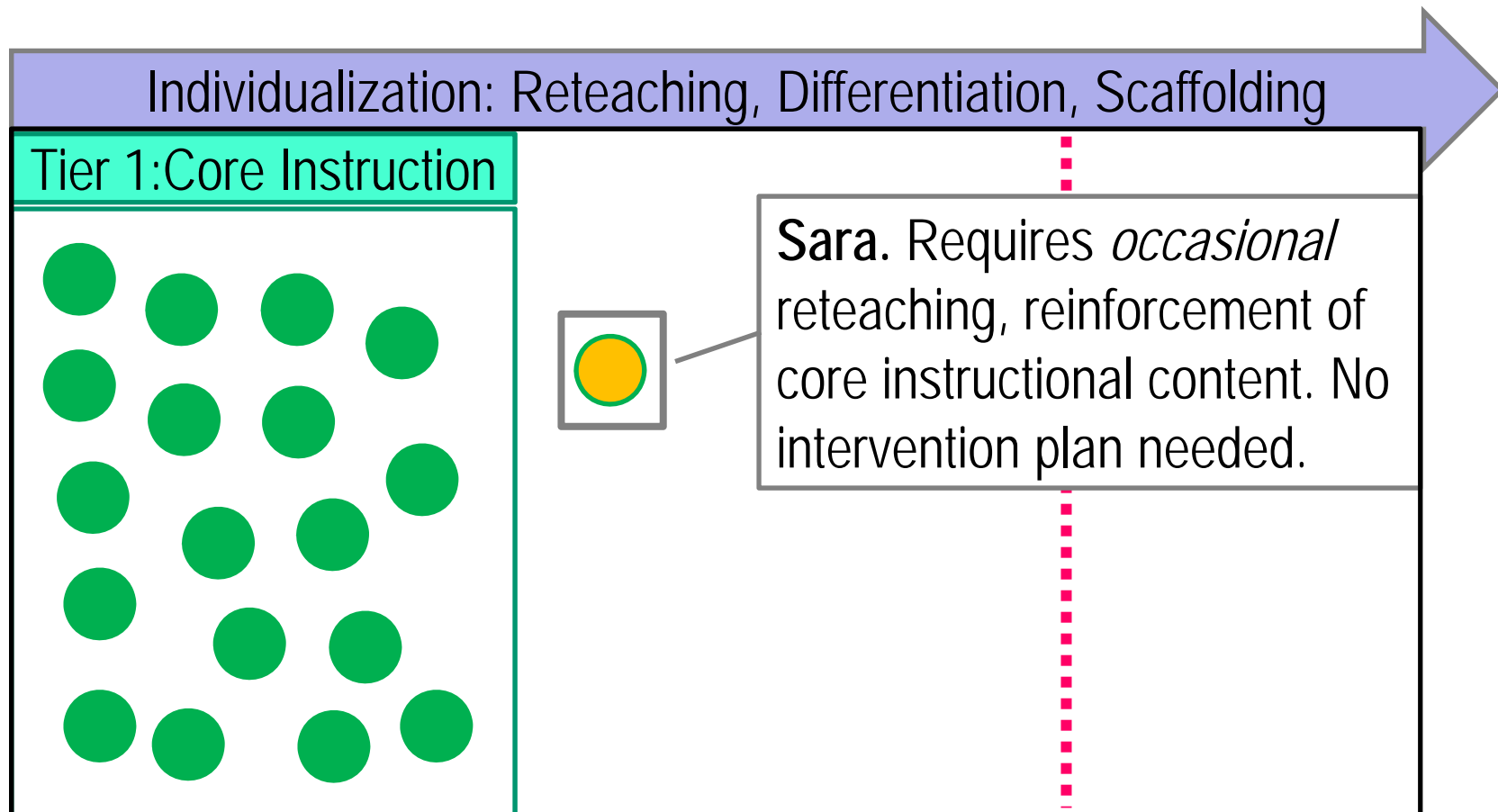
The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



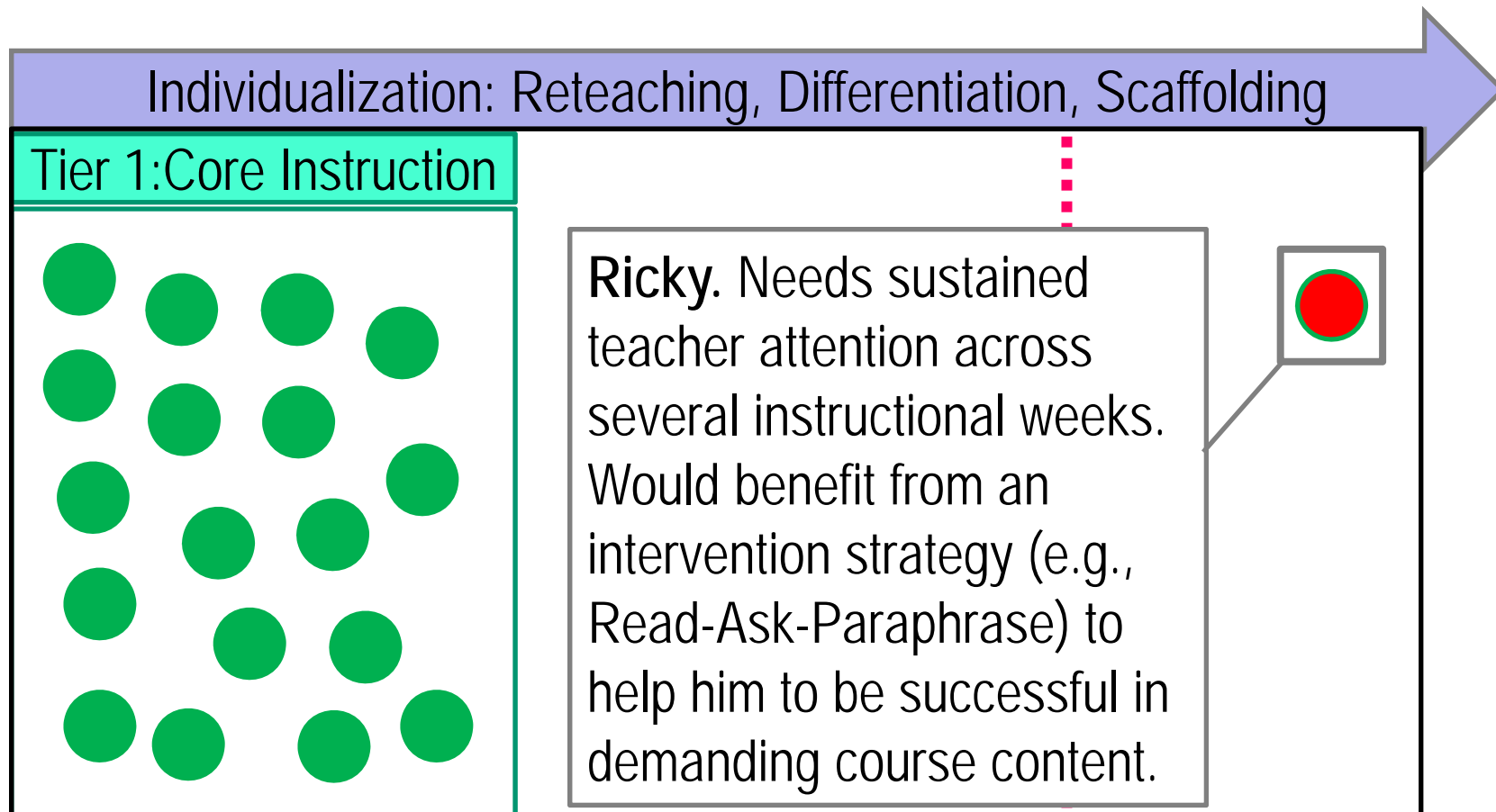
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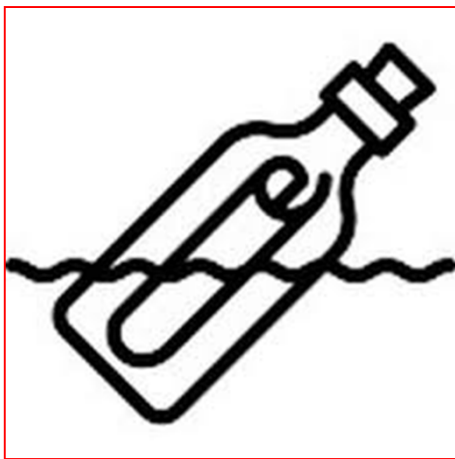
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RTI/MTSS Classroom Intervention Plan: 'Message in a Bottle': Who might benefit?

Next year's teacher(s). The plan allows them to build on the current teacher's hard-won knowledge about the student.

Parent(s). The plan documents clearly the strategies that the teacher has put in place to support their child.



RTI/MTSS Problem-Solving Team. The classroom intervention plan helps the team to make better recommendations, based on the teacher's findings.

CSE/Special Education Eligibility Team. Evidence of a classroom intervention plan is often a requirement when attempting to diagnose a learning disability or other IEP condition.

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Case Information

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 intervention weeks that the intervention will run.			
Student:	Josh H.	Interventionist(s):	Date Intervention Plan Was Written: 23 Oct 2014
Date Intervention is to Start:	27 Oct 2014	Date Intervention is to End:	Total Number of Intervention Weeks: 8 weeks
Description of the Student Problem:		Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.	

Problem Description

How To: Create a Written Record of Classroom Interventions (Available Online)

Intervention	
What to Write: Write a description of the intervention used with this student. TIP: If you have a script for this intervention, you can just refer to it on this sheet.	
Ask-Read-Tell Cogn	

Listing of Intervention Elements

Training

Materials

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note who will train the student to carry out the intervention.
Copy of the interactive strategy organizer will be made and to the parent.	Who will train Josh to use the ART strategy and will be responsible for the student to log its use and to email completed copies of the ART form to the teacher after each reading.

Plan to Monitor Progress

Progress-Monitoring	
What to Write: Select a method of data collection to be used, enter student baseline data, enter an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for intervention progress-monitoring data collection appear on the right side of this table.	
Type of Data Used to Monitor:	completed ART sheets, quiz grades
Baseline	Outcome Goal
None for ART sheets Quiz grades: 65%	100% completion/ART sheets 75% for quiz grades
How often will data be collected? (e.g., daily, every other day, weekly):	
ART sheets/as readings are assigned; quizzes weekly	

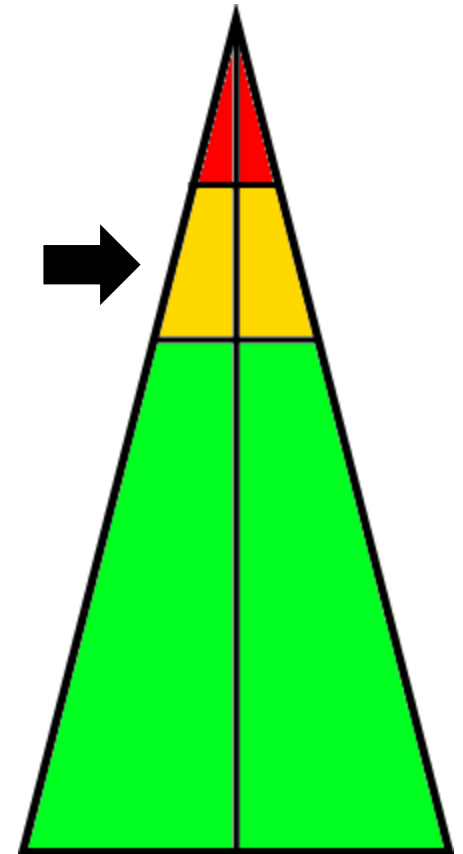
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

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RTI/MTSS for Academics: Tier 2: Supplemental Intervention: 10-15%

Students with below-grade-level skill gaps are identified using school-wide academic screeners at 3 points during the school year and picked up for Tier 2 services.

The 'Tier 2: Data Analysis Team' reviews school-wide screening data fall/winter/spring to enter students into or exit from Tier 2 services.



Evaluating the Quality of Tier 2/3 Academic Interventions/Programs

High-quality Tier 2/3 interventions have these 4 important attributes. They:

- are supported by research.
- target off-grade-level academic skills to fill in gaps and catch the student up with grade peers.
- provide remediation in specific, clearly defined academic skills.
- are scripted in sufficient detail to allow interventionists to carry them out with fidelity.

Defining High-Quality Tier 2/3 Reading Interventions Example: HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills.

Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes several intervention elements in a 15-minute 1:1 tutorial session.



HELPS Reading Fluency Program
www.helpsprogram.org
LINK AVAILABLE ON CONFERENCE WEB PAGE

One-on-One Program Is Now Available!

Learn more about this program, such as which educators have used the program successfully, which students should benefit most from the program, and how educators can obtain the program and training for free.

[READ MORE](#)

Strengths of One-on-One Program

- Evidence-based and scientifically-validated
- Requires no more than 10-12 minutes per day, 2-3 days per week
- Has been successfully used with students of all different reading levels
- Can be easily integrated as part of a school's Response-to-Intervention (RTI) model

[READ MORE](#)

Importance of Reading Fluency

An extensive amount of reading research has confirmed that reading fluency is important for all students' reading development.

However, instructional strategies designed to improve students' reading fluency are often missing from students' core reading curriculum.

[READ MORE](#)

Other HELPS Programs

At the present time, all materials for the HELPS One-on-One Program are available for use.

However, additional HELPS Programs are currently being developed, such as programs for small groups and Spanish-speaking students.

[READ MORE](#)

The HELPS Education Fund

The HELPS Education Fund is the non-profit foundation that is used to support teachers' free access to the HELPS Program materials.

The Fund is also used to support students' overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered from this website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can opt to purchase a set of pre-assembled, professionally developed HELPS Program materials (for only \$40 per set). Second, individuals or organizations can make tax-deductible donations directly to the Fund. 100% of proceeds from purchased HELPS materials and 100% of donations to The HELPS Education Fund are used to improve educational outcomes for students.

[READ MORE](#)

RELATED LINKS

- All5web
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBI
- The Education Trust
- Evidence Based Intervention Network
- Florida Center for Reading Research
- Intervention Central
- National Center for Education Statistics
- National Center for Response to Intervention

UPDATES

Program Updates

Posted on July 8, 2010

- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates

Posted on July 8, 2010

- Recent journal publication about HELPS
- Pilot studies of small-group HELPS Program

Website Updates

Posted on July 8, 2010

- HELPS website improves in several ways

HELPS: Tier 2 Reading-Fluency Program



Evaluating the Quality of Tier 2/3 Reading Interventions/Programs: Example: HELPS Program

Q: Does HELPS provide remediation in specific, clearly defined academic skills?

A: Yes. HELPS sessions include these research-based elements that target reading fluency:

- adult modeling of fluent reading.
- repeated reading of passages by the student.
- phrase-drill error correction.
- verbal cueing and retell check to encourage student reading comprehension.
- reward procedures to engage and encourage the student reader.

Evaluating the Quality of Tier 2/3 Interventions/Programs

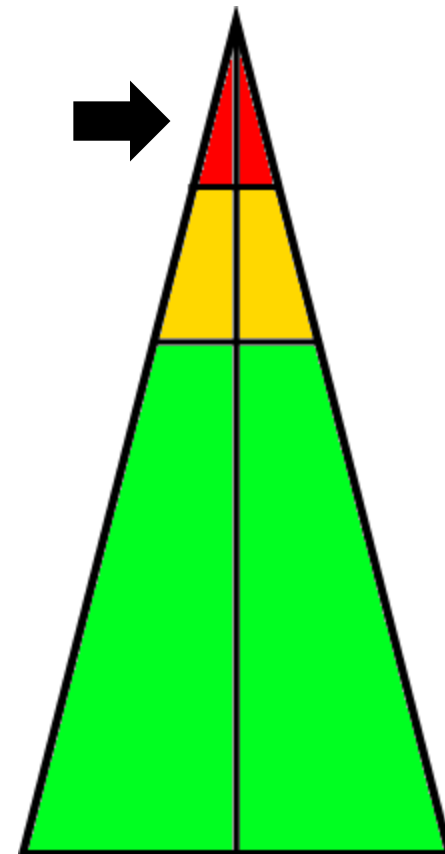
Here are 3 things that high-quality Tier 2/3 academic interventions are NOT:

- Homework help, test preparation, or reteaching of core-instructional content.
- People. (The 'reading teacher' is not an intervention.)
- Locations. (The 'Learning Lab' or 'Academic Support Center' is not an intervention.)

RTI/MTSS for Academics: Tier 3: Intensive Intervention: 1-5%

Students with more severe/chronic academic delays who fail to respond to lesser interventions at Tiers 1 & 2 are reviewed by the **Tier 3 RTI/MTSS Problem-Solving Team**. The Team develops a Tier 3 intervention plan that:

- is customized to the student's unique academic needs.
- can include various stakeholders as interventionists (e.g., student, teacher(s), support staff, parent, etc.)
- Is reviewed every 6-8 weeks and updated as needed.



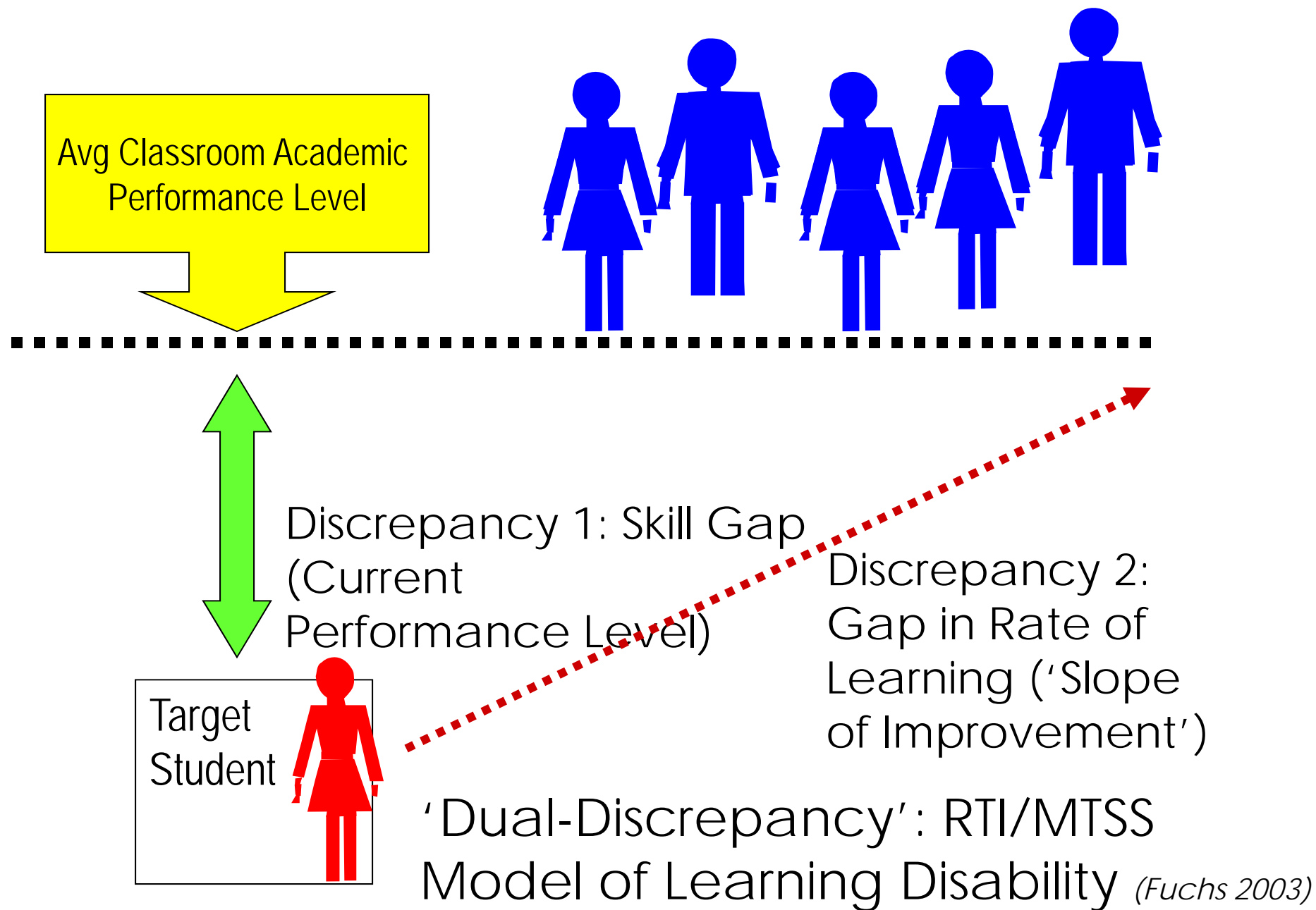
RTI Problem-Solving Team Roles

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator

Tier 3: RTI Team: Meeting Format

- **Introductions/Talking Points**
- **Step 1:** Select Intervention Target(s)
- **Step 2:** Inventory Student's Strengths, Talents, Interests, Incentives
- **Step 3:** Review Background/Baseline Data
- **Step 4:** Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.
- **Step 5:** Design an Intervention Plan
- **Step 6:** Share RTI Intervention Plan With Parent(s)
- **Step 7:** Review the Intervention and Progress-Monitoring Plans

Response to Intervention



RTI/MTSS: Decision Rules: Identifying the 'Non-Responding' Student in Academics

The student:

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

The RTI/MTSS 'evidence trail' shows the interventions were:

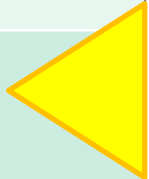
- research-based.
- appropriately matched to the student concern.
- carried out with integrity.

Two Truths About Response to Intervention...

1. RTI is a **general-education** initiative.
2. RTI can work only if **every educator** has the tools necessary to support the students they work with.

Sweet Home Schools






- Glendale Elementary
- Heritage Heights Elementary
- Maplemere Elementary
- Willow Ridge Elementary
- Middle School
- High School



The RTI model looks for **shared language, general similarity in RTI structures and procedures, & good communication** across all grade levels and schools.




Workshop Agenda: Tier 3: RTI Teams

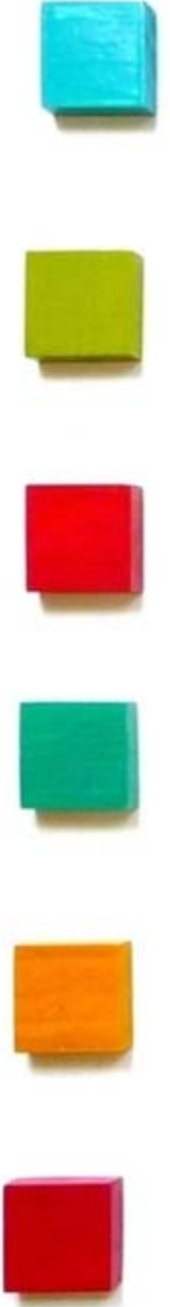
-  1. **Tier 3 Problem-Solving Team: What It Is.** What is the purpose of the RTI Team and where does it fit within the RTI Tiers?
-  2. **Tier 3 RTI Team: Membership & Roles.** Who serves on the RTI Team and what are the Team roles?
-  3. **Tier 3 RTI Team: Meeting Agenda.** How is the RTI Team meeting structured?
-  4. **Tier 3 RTI Team: Practice.** What is the experience of participating in an RTI Team meeting?
-  5. **Tier 3 RTI Team: Choose the Path.** What are steps that your school can take during this school year to advance RTI Teams?

“ *We can not solve our problems with the same level of thinking that created them.* ”

-Albert Einstein



Tier 3 Problem-Solving Team:
What It Is. What is the purpose of the RTI Team and where does it fit within the RTI Tiers?



ACADEMIC RTI

Tier 3: High-Risk Students: 5%

- Diagnostic assessment of academic problems
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BEHAVIORAL RTI

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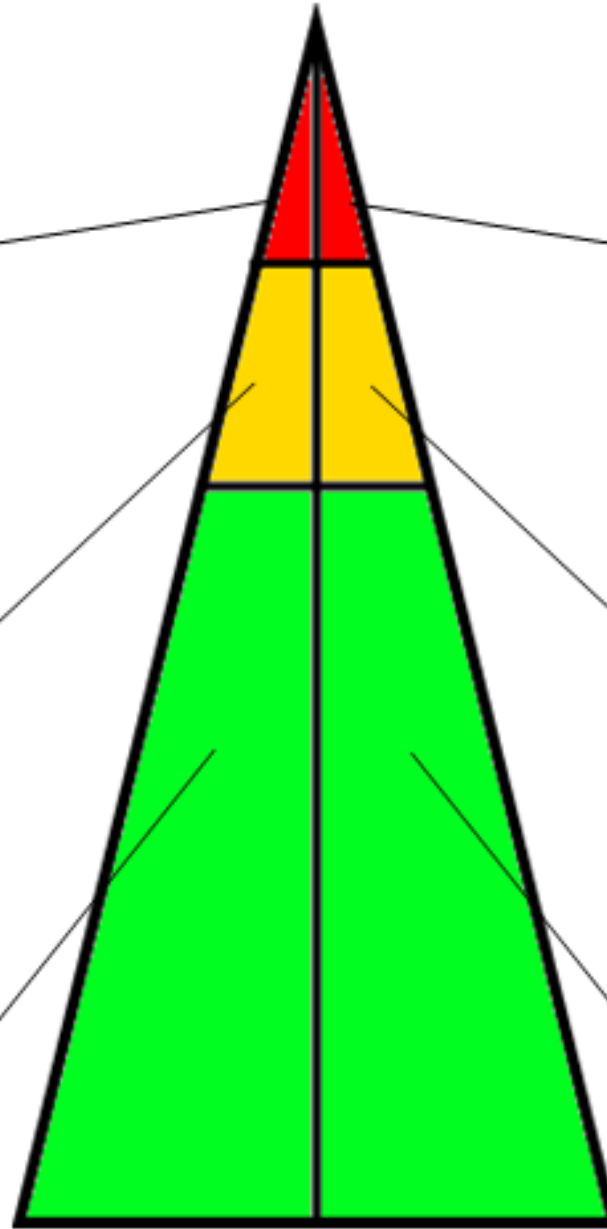
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Tier 1: Universal: Classroom Management: 80%

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



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

Tier 3: Intensive Interventions: Problem-Solving Team

- At Tier 3, the RTI Problem-Solving Team ('RTI Team') meets on students with intensive academic or behavioral needs to develop customized intervention plans.
- The RTI Team is prepared to develop Tier 3 plans for up to 5 percent of students in a school.
- RTI Team meetings follow a version of the investigative 'problem-solving' consultation model (e.g., Bergan, 1995)—to include:
 - Problem Identification
 - Problem Analysis
 - Plan Development and Implementation
 - Problem Evaluation

Source: Bergan, J. R. (1995). Evolution of a problem-solving model of consultation. *Journal of Educational and Psychological Consultation*, 6(2), 111-123.



RTI/MTSS Problem-Solving Team: Challenges

Accept RTI Team referrals from multiple sources. Referrals to the Tier 3 RTI Team can come from any stakeholder who works with the student: classroom teachers, Tier 2 interventionists; administrators; mental health staff.

Indirectly, even parents can be a source of RTI Team referrals, so long as they make that request through a school contact and it is deemed appropriate for the Tier 3 Team.

In other words, no student with intensive needs should languish without Tier 3 support because a specific educator will not make that referral.

RTI/MTSS Problem-Solving Team: Challenges

Activity: Discuss 1 of these questions:

- Does your school have teachers who should refer to the RTI Team but are reluctant to do so? How can you use the idea of multiple referral sources to empower others concerned about the student to make the referral?
- Are there 'territory' issues in your school about who can initiate an RTI Team referral (e.g., Tier 2 interventionist not wanting to step on a classroom teacher's toes in making a referral)? How might you address this problem?

How Is the RTI Team Like a MASH Unit?



- The RTI Team must deal with complex situations with limited resources and tight timelines, often being forced to select from among numerous 'intervention targets' (e.g., attendance, motivation, basic skill deficits, higher-level deficits in cognitive strategies) when working with struggling students.
- The 'problem-solving' approach is flexible, allowing the RTI Team quickly to sift through a complex student case to identify and address the most important 'blockers' to academic success.
- Timelines for success are often short-term (e.g., to get the student to pass a course or curb behaviors so she can stay in the classroom), measured in weeks or months.

Tier 3 Target: 'Focus on the Fixable'

“Rather than considering a [student] problem to be the result of inalterable student characteristics, [RTI Teams] are compelled to focus on change that can be made to the intervention, curriculum or environment that would result in positive student outcome.

The hypothesis and intervention should focus on those variables that are alterable within the school setting. These alterable variables include learning goals and objectives (what is to be learned), materials, time, student-to-teacher ratio, activities, and motivational strategies.” p. 95

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



RTI/MTSS Problem-Solving Team: Challenges

Uphold the non-negotiables in the Team process.

These 'non-negotiable' principles guide the Team:


- The Team's purpose is to create high-quality intervention plans for general education...NOT to fast-track students for special education services.
- Any stakeholder connected with the referred student can be written into a Tier 3 plan: classroom teacher(s), Tier 2 service provider(s), special-area teachers, support staff, paraprofessionals, the student, and parent(s).
- Compliance with Tier 3 plans is required. Staff have a say in the plan's development. Once done, *all* stakeholders written in the plan are expected to carry out their responsibilities.



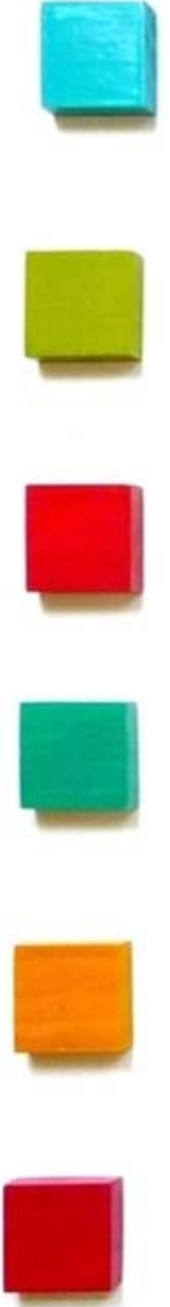
RTI/MTSS Problem-Solving Team: Challenges

Activity: Discuss 1 of these questions: **im process.**

- Which of the 'non-negotiables' listed here would you find most challenging—and how might you address those challenges?
- What additional 'non-negotiables' would you identify for the RTI Team at your school?
- Compliance with Tier 3 plans is mandatory. Staff have a say in the plan's development. Once done, *all* stakeholders written in the plan are expected to carry out their responsibilities.



Tier 3 RTI Team: Membership & Roles. Who serves on the RTI Team and what are the Team roles?





RTI Team: A Multi-Disciplinary Group

The RTI Problem-Solving Team functions best when it has a mix of disciplines serving on it.

Possible members include general and special-education teachers, support staff (e.g., counselors, school psychologists), related-service providers, and administrators.

While a school may want to recruit a large pool of RTI Team talent, a smaller number (e.g., 4-6 Team members) would typically be invited to a particular student meeting.

RTI Problem-Solving Team Roles Handout 1; p. 2

- Facilitator
- Recorder
- Time Keeper
- Case Manager
- Coordinator

RTI Team Role	Responsibilities	Tips for RTI Teams
Facilitator	<ul style="list-style-type: none"><li data-bbox="373 245 1373 613">❑ 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.<li data-bbox="373 630 1373 764">❑ Guides the Team through the stages of the problem-solving process.<li data-bbox="373 781 1373 997">❑ Checks for agreement between Team members at important discussion points during the meeting.<li data-bbox="373 1013 1373 1515">❑ 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).	<ul style="list-style-type: none"><li data-bbox="1402 245 1982 688">● Write a short introductory 'script' to ensure that important points are always reviewed at the start of the meeting.<li data-bbox="1402 704 1982 1370">● 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.



Response to Intervention

RTI Team Role	Responsibilities	Tips for RTI Teams
Recorder	<ul style="list-style-type: none"><li data-bbox="548 354 1348 639">❑ Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring.<li data-bbox="548 656 1348 1094">❑ Asks the Team for clarification as needed about key discussion points, including phrasing of teacher 'problem-identification' statements and intervention descriptions.	<ul style="list-style-type: none"><li data-bbox="1386 354 1984 639">● Sit next to the facilitator for ease of communication during the meeting.<li data-bbox="1386 656 1984 1474">● 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.



Response to Intervention

RTI Team Role	Responsibilities	Tips for RTI Teams
Time-Keeper	<input type="checkbox"/> Monitors the time allocated to each stage of the meeting and informs members when that time has expired.	<ul style="list-style-type: none">● 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.

Response to Intervention

RTI Team Role	Responsibilities	Tips for RTI Teams
Case Manager	<ul style="list-style-type: none"><li data-bbox="474 347 1173 1013">☐ 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.<li data-bbox="474 1029 1173 1468">☐ Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.	<ul style="list-style-type: none"><li data-bbox="1194 347 1988 948">● If you discover, in meeting with a referring teacher prior to the RTI Team meeting, that a concern is vaguely worded, help the teacher to clarify the concern with the question “What does [teacher concern] look like in the classroom?”<li data-bbox="1194 964 1988 1468">● 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.



Response to Intervention

RTI Team Role	Responsibilities	Tips for RTI Teams
Coordinator	<ul style="list-style-type: none"><li data-bbox="539 347 1218 1247">☐ 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.	<ul style="list-style-type: none"><li data-bbox="1239 347 1988 792">● During the time set aside for weekly RTI Team meetings, reserve time for the Team to review new student referrals and to schedule them in the meeting calendar.<li data-bbox="1239 808 1988 1247">● Define those coordinator duties that are clerical in nature (e.g., scheduling meeting rooms, emailing meeting invitations, etc.) and assign them to clerical staff.

Tier 3: Problem-Solving Team: Activity

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.

RTI Teams: The Role of the Case Manager



Response to Intervention

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: _____

Student Concern: _____

3. *Decide what data should be collected and 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.)	

Handout 1:
pp. 4-5

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...	...Jey 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: _____	Example: Sub-Skills for "Classroom Organization Skills" <input type="checkbox"/> Sub-Skill 1: Arrive to class on time <input type="checkbox"/> Sub-Skill 2: Bring work materials to class <input type="checkbox"/> Sub-Skill 3: Follow teacher directions in a timely manner <input type="checkbox"/> Sub-Skill 4: Know how to seek teacher assistance when needed <input type="checkbox"/> Sub-Skill 5: Maintain an uncluttered desk with only essential work materials
Sub-Skill 2: _____	
Sub-Skill 3: _____	
Sub-Skill 4: _____	
Sub-Skill 5: _____	

Case Manager: Role

- Meets with the referring teacher(s) briefly (15-20 minutes) 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.

Case Manager: Pre-Meeting Steps

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.

Case Manager: Pre-Meeting Steps

- 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.

Case Manager: Pre-Meeting Steps

- 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).

Case Manager: Pre-Meeting Steps

Data Source	Types of Data to Be Collected
<p>Archival data. Select relevant information already in the cumulative folder or student database.</p>	
<p>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)</p>	
<p>Student interview. Meet with the student to get his or her perspective on the academic and/or behavioral problems.</p>	
<p>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.).</p>	

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
<i>Example:</i> 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
<i>Example:</i> 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: _____	<i>Example:</i> Global Skill: The student will improve classroom organization skills'
Sub-Skill 1: _____	<i>Example:</i> Sub-Skills for 'Classroom Organization Skills' <input type="checkbox"/> Sub-Skill 1: Arrive to class on time <input type="checkbox"/> Sub-Skill 2: Bring work materials to class <input type="checkbox"/> Sub-Skill 3: Follow teacher directions in a timely manner <input type="checkbox"/> Sub-Skill 4: Know how to seek teacher assistance when needed <input type="checkbox"/> Sub-Skill 5: Maintain an undisturbed desk with only essential work materials
Sub-Skill 2: _____	
Sub-Skill 3: _____	
Sub-Skill 4: _____	
Sub-Skill 5: _____	

Case Manager: Tips


- 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.



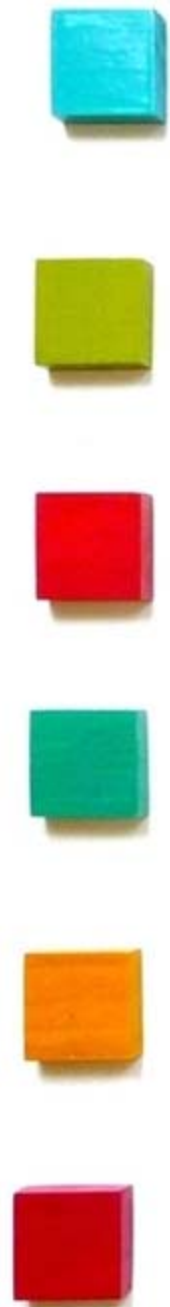
Team Activity: Defining Case Manager & the RTI Team 'Pre-Meeting'

At your table, discuss:

- *who* might serve as case managers at your school, and
- *when* these 'pre-meetings' might take place.



*Tier 3 RTI Team: Meeting
Agenda.* How is the RTI Team
meeting structured?





RTI Problem-Solving Team: Facilitator's Guide p. 6

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: Selected up to 3 choices

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

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

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



RTI Problem-Solving Team: Initial Meeting Minutes Form

Student: _____ Grade/Program: _____ Date: _____

Attending: _____

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		
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

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:	

RTI Problem-Solving
Team: Initial Meeting
Minutes Form p. 16

Tier 3: RTI Team: Meeting Format

- **Introductions/Talking Points**
- **Step 1: Select Intervention Target(s)**
- **Step 2: Inventory Student's Strengths, Talents, Interests, Incentives**
- **Step 3: Review Background/Baseline Data**
- **Step 4: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring.**
- **Step 5: Design an Intervention Plan**
- **Step 6: Share RTI Intervention Plan With Parent(s)**
- **Step 7: Review the Intervention and Progress-Monitoring Plans**



RTI Problem-Solving Team: Facilitator's Guide p. 6

RTI Problem-Solving Team: Facilitator's Guide

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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.

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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?*

Tier 3: RTI Team: Meeting Format

- **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.

RTI Problem-Solving Team: Initial Meeting: Introductory Talking Points p. 3

Talking Point	Rationale
<p>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.</p>	<p>Statement of Purpose. The opening segment clearly presents the purpose of the meeting, reminding participants that the single goal is to create an intervention plan to be implemented immediately to promote student success.</p>
<p>I am the facilitator for today's meeting.</p> <p>The person taking meeting notes will be _____.</p> <p>The case manager for this student is _____.</p> <p>The time-keeper for the meeting is _____.</p> <p>[If appropriate, have remaining team members introduce themselves.]</p>	<p>Introductions. Participants are told which team members are assigned formal roles for the meeting, information that will help them to better understand the interactions and conversations that follow.</p>
<p>This meeting will last about 30 minutes.</p>	<p>Time Constraints. Team members are reminded that the RTI Problem-Solving Team has only limited time within which to work—a prompt to remain on-topic and refrain from side-bar conversations.</p>
<p>Our team has much to do. To work efficiently, we will follow a structured problem-solving agenda. During today's meeting, we will:</p> <ul style="list-style-type: none"> • 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. 	<p>Agenda. Briefly reviewing the meeting agenda informs those who are new to the RTI process of what to expect.</p> <p>The agenda review also reinforces the point that the RTI Team is expected to conclude the meeting with a viable intervention plan.</p>
<p>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</p>	<p>Rules of Engagement. Participants are explicitly encouraged to be active participants in the discussion. This talking point is especially</p>

TALKING POINT 1

“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.”

RATIONALE

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.

TALKING POINT 2

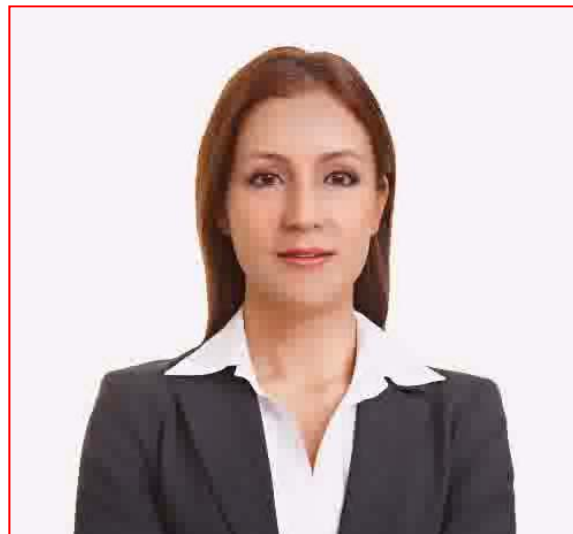
"I am the facilitator for today's meeting.

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.]



RATIONALE

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.



TALKING POINT 3

"This meeting will last about 30 minutes."

RATIONALE

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.

TALKING POINT 4

“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 8 weeks to see how the intervention is going.”*

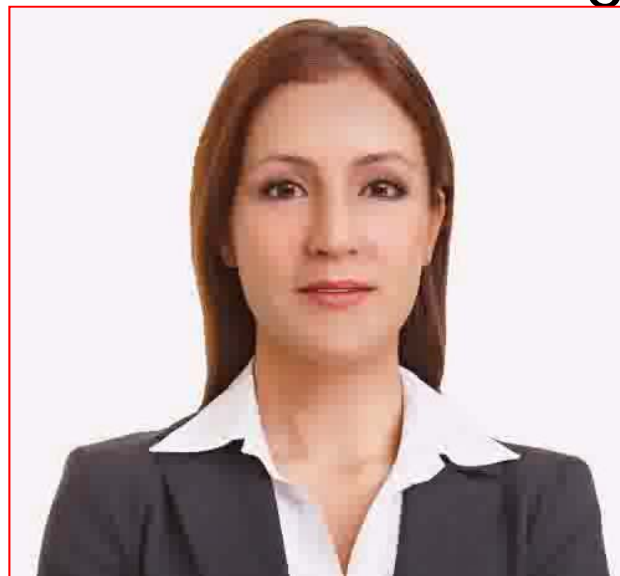
RTI Team: Talking Points



RATIONALE

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.



TALKING POINT 5

"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!"

RATIONALE

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.

Worksheet: Tier
3: RTI Problem-
Solving Team
Handout 1: p. 3

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
<p>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.</p>	<p>Statement of Purpose. The opening segment clearly presents the purpose of the meeting, reminding participants that the single goal is to create an intervention plan to be implemented immediately to promote student success.</p>
<p>I am the facilitator for today's meeting.</p> <p>The person taking meeting notes will be _____.</p> <p>The case manager for this student is _____.</p> <p>The time-keeper for the meeting is _____.</p> <p>[If appropriate, have remaining team members introduce themselves.]</p>	<p>Introductions. Participants are told which team members are assigned formal roles for the meeting, information that will help them to better understand the interactions and conversations that follow.</p>
<p>This meeting will last about 30 minutes.</p>	<p>Time Constraints. Team members are reminded that the RTI Problem-Solving Team has only limited time within which to work—a prompt to remain on-topic and refrain from sidebar conversations.</p>
<p>Our team has much to do. To work efficiently, we will follow a structured problem-solving agenda. During today's meeting, we will:</p> <p>stay focused on issues that are within our ability to change.</p> <p>identify the top 1 or 2 intervention targets that we will work on.</p> <p>design a written intervention plan with strategies to help our student to be successful.</p> <p>set specific goals for improvement and choose ways to collect student data to track progress.</p> <p>schedule a follow-up meeting in no more than 8 weeks to see how the intervention is going.</p>	<p>Agenda. Briefly reviewing the meeting agenda informs those who are new to the RTI process of what to expect.</p> <p>The agenda review also reinforces the point that the RTI Team is expected to conclude the meeting with a viable intervention plan.</p>
<p>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.</p> <p>Are there any questions at this time? If not, let's begin!</p>	<p>Rules of Engagement. Participants are explicitly encouraged to be active participants in the discussion. This 'talking point' is especially important for participants who are new to the RTI Team process or who tend to be passive observers.</p>

Worksheet: Tier 3: Problem-Solving Team: Activity

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
<p><i>Welcome to this initial RTI Problem-Solving Team meeting. We are meeting today to develop a customized intervention plan. This plan will build on the strengths of our student, [Student Name], to help him/her to be more successful in school.</i></p>	<p>Statement of Purpose. The opening segment clearly presents the purpose of the meeting, reminding participants that the single goal is to create an intervention plan to be implemented immediately to promote student success.</p>
<p><i>I am the facilitator for today's meeting.</i></p> <p><i>The person taking meeting notes will be _____.</i></p> <p><i>The case manager for this student is _____.</i></p> <p><i>The time-keeper for the meeting is _____.</i></p> <p><i>[If appropriate, have remaining team members introduce themselves.]</i></p>	<p>Introductions. Participants are told which team members are assigned formal roles for the meeting, information that will help them to better understand the interactions and conversations that follow.</p>



RTI Problem-Solving Team: Initial Meeting Minutes Form

Student: _____ Grade/Program: _____ Date: _____

Attending: _____

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		
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

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:	

RTI Problem-Solving Team: Initial Meeting Minutes Form p. 16

STEP 1: Select Intervention Targets

Tier 3: RTI Team: Meeting Format

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.

Tier 3: RTI Team: Meeting Format

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

Behavioral	Academic
<ul style="list-style-type: none"> <input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has the necessary behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately <input type="checkbox"/> Seeks attention from adults <input type="checkbox"/> Seeks attention from peers <input type="checkbox"/> Reacts to teasing/bullying <input type="checkbox"/> Tries to escape from instructional demands or setting <input type="checkbox"/> Attempts to hide academic deficits through noncompliance or other misbehavior <input type="checkbox"/> _____ <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> <p>Facilitator's Guide: p. 6</p> </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Is placed in work that is too difficult <input type="checkbox"/> Lacks one or more crucial basic skills in the problem subject area(s) <input type="checkbox"/> Needs drill & practice to strengthen and become more fluent in basic academic skills <input type="checkbox"/> Has the necessary academic skills, fails to use them in the appropriate settings/situations <input type="checkbox"/> Needs explicit guidance to connect current skills to new instructional demands <input type="checkbox"/> Has the necessary academic skills but is not motivated by the instructional task/setting to actually do the work <input type="checkbox"/> _____

Tier 3: RTI Team: Meeting Format

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. <u>The student fails to comply with adult requests in large group.</u>	Peer attention-seeking
2. <u>The student is chronically tardy in math class.</u>	Escape / avoidance

Meeting Minutes Form: p.16

Tier 3: RTI Team: Meeting Format

STEP 1: Select Intervention Target(s).

SAMPLE QUESTIONS::

- *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?*



RTI/MTSS Problem-Solving Team: Challenges

Focus on the 'fixable'. At RTI Team meetings, the discussion can easily veer toward factors contributing to student failure that are outside of the school's direct control—e.g., lack of structure at home, etc.

Because the RTI Team is focused on creating a plan to positively address the student's school issue(s), the facilitator and other Team members should be quick to nudge the conversation back to those factors that the school does have influence over.

Of course, if a parent contact is warranted to share school concerns, that can be written into the RTI Plan. However, the Team should then move briskly on to discuss fixable factors.

RTI/MTSS Problem-Solving Team: Challenges

Activity:

- List factors outside the school's control (if any) that can sometimes hijack your RTI Team discussion.
- Brainstorm supportive statements to steer Team discussion back to 'fixable factors'.

Of course, if a parent contact is warranted to share school concerns, that can be written into the RTI Plan. However, the Team should then move briskly on to discuss fixable factors.

Tier 3: RTI Team: Meeting Format

STEP 1: Select Intervention Target(s).

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.



RTI Problem-Solving Team: Initial Meeting Minutes Form

Student: _____ Grade/Program: _____ Date: _____

Attending: _____

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

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

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:	

RTI Problem-Solving Team: Initial Meeting Minutes Form p. 16
STEP 2: Inventory Student's Strengths, Talents, Interests, Incentives

Tier 3: RTI Team: Meeting Format

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.

Tier 3: RTI Team: Meeting Format

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

<input type="checkbox"/> Strong interpersonal skills _____	<input type="checkbox"/> Athletic: participates in sports _____	<input type="checkbox"/> _____
<input type="checkbox"/> Organized _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

Meeting Minutes Form: p.16

Tier 3: RTI Team: Meeting Format

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

SAMPLE QUESTIONS:

- *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?*

Tier 3: RTI Team: Meeting Format

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

TIP: 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.



RTI Problem-Solving Team: Initial Meeting Minutes Form p. 16

STEP 3: Review Background/Baseline Data

RTI Problem-Solving Team: Initial Meeting Minutes Form

Student: _____ Grade/Program: _____ Date: _____

Attending: _____

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		
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

STEP 3: Review Background/Baseline Data. Summarize *RTI/IBIT* 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:	

Tier 3: RTI Team: Meeting Format

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).

Tier 3: RTI Team: Meeting Format

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: Behavior Report Card	In 1 week, the student followed adult requests in math with no non-compliance incidents 1 out of 5 days.
Source 2: Direct Observation: On-Task	During 3 20-minute observations in large-group instruction, the student was on-task 45%, 70 %, and 40 %.
Source 3:	

Meeting Minutes Form: p.16



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

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

ACADEMIC TARGETS

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

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

Homework Assignments

Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals

Handout 1: pp.12-15

Tier 3: RTI Team: Meeting Format

STEP 3: Review Background/Baseline Data.

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?*

Tier 3: RTI Team: Meeting Format

STEP 3: Review Background/Baseline Data.

TIP: 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.



RTI/MTSS Problem-Solving Team: Challenges

Bring data to the meeting. Tier 3 RTI Team meetings run on quality data. But valuable data can sometimes be overlooked.

A useful exercise for RTI Teams is to:

- catalog all data on student academic and behavioral performance stored in electronic databases (e.g., office referrals, attendance, state assessment results) or classrooms (e.g., recently completed learning-preferences inventories, instructional reading assessments),
- list a subset of important data sources from this master list that should always be brought to RTI Team meetings, and
- determine—for each essential data source—the person(s) responsible for bringing it to the meeting.

RTI/MTSS Problem-Solving Team: Challenges

Activity:

- Generate a list of data sources available in school databases and classrooms.
- Of that list, select those sources that should **routinely** be brought to or accessible at RTI Team meetings.
- For each RTI Team data source, identify who is responsible for bringing that data.

Team meetings run on time and times be overlooked.

and behavioral databases (e.g., office discipline referrals) or classrooms. Examples include: conferences inventories,

from this master list that are used in meetings, and identify the source—the person(s) responsible for bringing.

Tier 3: RTI Team: Meeting Format

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.



RTI Problem-Solving
Team: Initial Meeting
Minutes Form p. 17

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

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
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Intervention Target 2 (from STEP 1): _____

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

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

Response to Intervention

Tier 3: RTI Team: Meeting Format

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): The student fails to comply with adult requests in large group.

Progress-Monitoring: Start Date: M 8 Feb 2016 End Date: F 1 Apr 2016 = Total Weeks: 8

Academic or Behavioral Measure	Expected Outcome/Exit Goal	Person(s) Collecting Data
<u>Beh Report Card</u>	<u>Yes Compliance Rtnng 4 of 5 Days During Last Wk</u>	<u>Smith, Yardley, O'Hannon</u>
_____	_____	_____
_____	_____	_____

Tier 3: RTI Team: Meeting Format

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

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?*

Tier 3: RTI Team: Meeting Format

STEP 4: Set Academic and/or Behavioral Outcome Goals and Methods 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.



<i>Are there any questions at this time? If not, let's begin!</i>	RTI Team process or who tend to be passive observers.
---	---

Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals

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

ACADEMIC TARGETS

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

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

Homework Assignments

Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals

Handout 1; pp.12-15



RTI Problem-Solving Team: Initial Meeting Minutes Form p. 18

STEP 5: Design an Intervention Plan.

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		



Tier 3: RTI Team: Meeting Format

STEP 5: Design an Intervention Plan.

- **GOAL:** The intervention plan logically addresses the 1-2 identified intervention targets. The Team can be flexible in documenting interventions. For shorter intervention ideas, the space the Minutes form will be sufficient to record brief strategies.


For interventions that require more documentation, 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.

Response to Intervention

Tier 3: RTI Team: Meeting Format

Academic Support
 Behavioral Support
 Social/Emotional Support

Date the intervention plan will begin: M 8 Feb 2016

Intervention Plan: At-A-Glance 

Additional Documentation?	Intervention Strategy	Person(s) Responsible
<u> </u> Y <u> </u> N	Daily Check In/Check Out for Homework Completion	Mrs. Werbeck
<u>X</u> Y <u> </u> N	Classroom Plan: Protocol for Managing Non-Compliance	All Tchrs: Core & Specials
<u> </u> Y <u> </u> N		
<u> </u> Y <u> </u> N		

Tier 3: RTI Team: Meeting Format

STEP 5: Design an Intervention Plan.

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?*

Tier 3: RTI Team: Meeting Format

STEP 5: Design an Intervention Plan.

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.



RTI/MTSS Problem-Solving Team: Challenges

- **RTI Team discussions are...negotiations.** When developing an intervention plan, RTI Team members typically do not dictate to teachers and support staff what actions they *must* do— Instead, the plan is assembled as a peer-to-peer negotiation among all attending. Team members should maintain an optimistic, results-centered tone and use ‘soft’ communication skills as they negotiate.

When a teacher raises objections to the feasibility of a suggestion, for example, the Team may offer assistance to put it in place: e.g., by completing a student’s initial training in a classroom self-management strategy before handing off to the teacher.



RTI/MTSS Problem-Solving Team: Challenges

RTI Team discussions are...negotiations (Cont.).

Also, suggestions that a reluctant teacher change classroom practices can seem more reasonable when Team members frame any recommendations in terms of *student* need: e.g., "*Rodney is a student who needs to have directions repeated because he is so easily distracted*" or "*Angela is a student who reacts really well when teachers communicate using a calm, friendly voice*").

RTI/MTSS Problem Solving Team: Challenges

Activity: Discuss:

- What are approaches that your Team (or individuals on your Team) use to signal support for teachers and to negotiate productively with them to hammer out effective Tier 3 RTI Team plans?

ons. When developing
s typically do not
at actions they *must*
a peer-to-peer
members should
tone and use 'soft'

when a teacher raises objections to the feasibility of a suggestion, for example, the Team may offer assistance to put it in place: e.g., by completing a student's initial training in a classroom self-management strategy before handing off to the teacher.



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

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

Tier 3: RTI Team: Meeting Format

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.

Tier 3: RTI Team: Meeting Format

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

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?*

Tier 3: RTI Team: Meeting Format

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

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.



RTI Problem-Solving Team: Initial Meeting Minutes Form p. 20

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

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

Tier 3: RTI Team: Meeting Format

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.

Tier 3: RTI Team: Meeting Format

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

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?*



RTI/MTSS Problem-Solving Team: Challenges

Develop decision rules to identify intervention ‘non-responders’. Schools with a high-quality RTI process are going to have students who qualify for IEPs. RTI can actually make the special-education referral process more rational, applying a process and data to decide when a student’s difficulties are likely due to ‘within-child’ issues rather than inadequate instruction.

In almost all cases, a student in an RTI school who is referred to special education for academic reasons will have gone through at least *one* individualized Tier 3 RTI Team intervention. Schools should develop ‘decision rules’ that spell out the minimum expectations and quality indicators needed to certify that students show evidence suggesting that they are RTI ‘non-responders’.



RTI: Sample Decision Rules: Identifying the Academic 'Non-Responding' Student

The student:

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

The RTI 'evidence trail' shows that the student's interventions were:

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

RTI: Sample Decision Rules: Identifying the Academic 'Non-Responding' Student

Activity: Select the appropriate activity:

- If your district lacks decision rules to determine when a student is an academic RTI 'non-responder', start generating a list of what those decision rules might include.
- If your district *has* such rules, discuss their adequacy and your Team's familiarity with them.

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- carried out with integrity.

RTI Teams: Managing Those 'RTI Emergencies'

Jim Wright

www.interventioncentral.org





Managing Those 'RTI Emergencies'...

02:00

www.interventioncentral.org

When asked to state her main referral concern, the referring teacher at the RTI Team meeting declares that "The problem is that the student just can't do the work. We need to find a better placement for him than my classroom!"

How can your team respond (or avoid this situation in the first place)?



02:00

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Managing Those 'RTI Emergencies'

During the RTI Team meeting, the team recommends a number of research-based intervention ideas for a student with academic delays. For each idea, the teacher says, "I've already tried that."

How can your team respond (or avoid this situation in the first place)?



Managing Those 'RTI Emergencies'...

02:00

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The initial teacher referral suggested that the student's classroom needs are primarily behavioral. At the RTI Team meeting, it becomes clear that ACADEMIC concerns are probably driving the behavioral problems. You have little targeted information about the student's academic skills.

How can your team respond (or avoid this situation in the first place)?



Response to Intervention

InterventionCentral
2-Minute 'Count Down' Timer

02:00

www.interventioncentral.org

Managing Those 'RTI Emergencies'...

Your RTI Team feels 'stuck' in selecting an intervention (Step 5: Design an Intervention Plan) for a student whose referral concerns have been identified as "poor reading comprehension" and "disruptive behavior."

How can your team respond (or avoid this situation in the first place)?



Response to Intervention

InterventionCentral
2-Minute 'Count Down' Timer

02:00

www.interventioncentral.org

Managing Those 'RTI Emergencies'...

The referring teacher appears highly reluctant to participate in the RTI Team meeting. At one point, he says, "I am only here because the principal said that I had to refer this student."

How can your team respond (or avoid this situation in the first place)?

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

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

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Core Instruction: 80%

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

BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

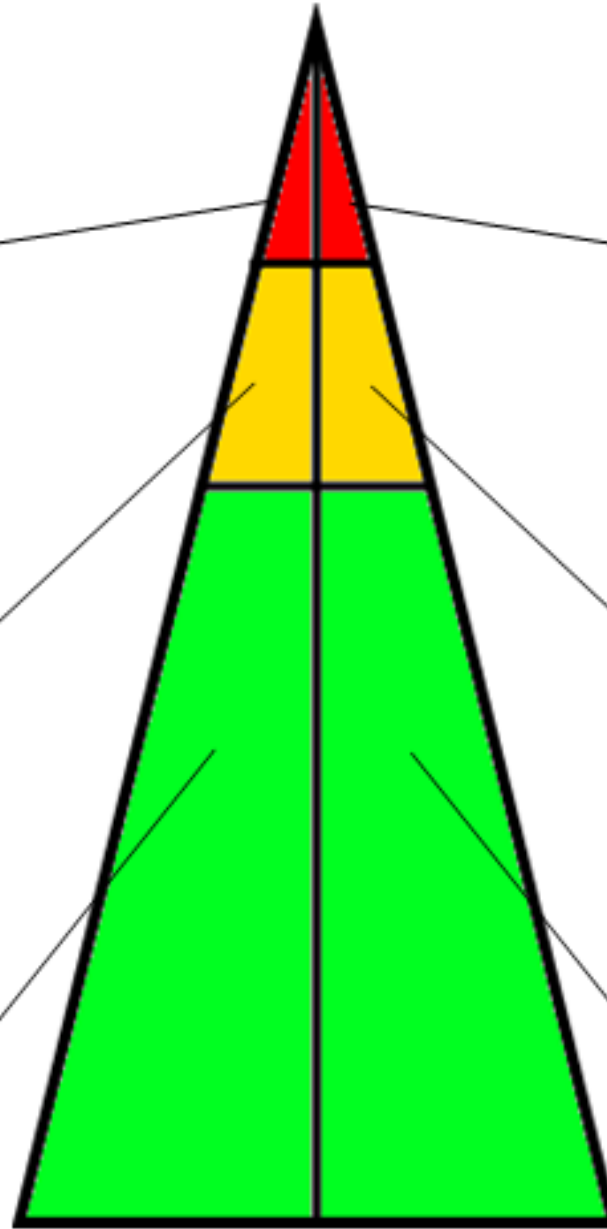
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

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

Tier 1: Universal: Classroom Management: 80%

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



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

Tier 3 RTI/MTSS Problem-Solving Team: Quality Indicators. The RTI/MTSS Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. The RTI/MTSS Team:

- ▲ meets on referred students within 1-2 weeks of initial referral.
- ▲ has procedures in place (e.g., guidelines and a gate-keeper) to 'screen out' referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support.
- ▲ follows a standardized problem-solving meeting format, with formal meeting roles and steps.
- ▲ produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.
- ▲ routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.


Tier 3 RTI/MTSS Problem-Solving Team: Quality Indicators. The RTI/MTSS Team meets to create individualized intervention plans for Tier 3 students. The RTI/MTSS Team:

Activity: Evaluate Your RTI/MTSS Team:

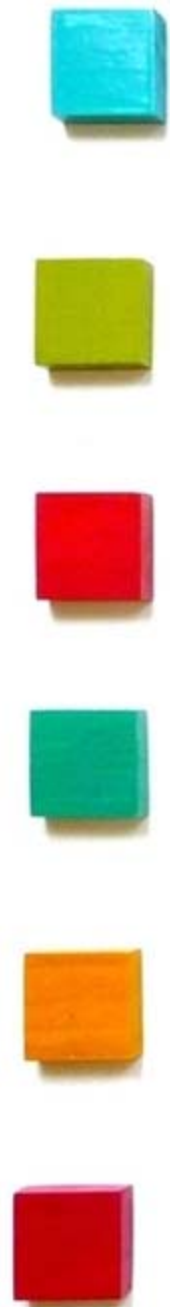
- ▲ meet frequently (at least once a week) after initial referral.
- ▲ have a designated team member (a gate-keeper) to ensure that students do not move to a lower level (Tier 1 or 2) without a meeting.
- ▲ follow a consistent meeting format, with formal meeting roles and steps.
- ▲ produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.
- ▲ routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.

- Review these 5 quality indicators.
- Discuss your current Tier 3 Problem-Solving Team process.
- How successfully does your Team implement these indicators?





Tier 3 RTI Team: Practice. What is the experience of participating in an RTI Team meeting?



10:00

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Tier 3 RTI Team Referral: Activity

In your groups:

- Think of a student with significant academic delays that one of you has worked with.
- Complete the table copy of the 'Student At-Risk Referral Form' for the student as if you were referring him or her to the RTI Team.

Student At-Risk Referral Form

General Information

Student Name: _____

Referring Teacher(s): _____

Parent/Guardian: _____

To be completed at meeting

ID Number: _____

Date of Birth: _____

Referral Date: _____

Address: _____

Phone: _____

How and when was parent notified of referral: _____

Reason for Referral (Primary Concern):

_____ Academic _____ Behavioral _____ Emotional _____ Medical

Please describe the specific concerns prompting this referral. What makes this student difficult to teach? List any academic, social, emotional or medical factors that negatively impact the student's performance.

How do this student's academic skills compare to those of an average student in your classroom?

*In what settings/situations does the problem occur **most** often?*

*In what settings/situations does the problem occur **least** often?*

What are the student's strengths, talents or specific interests?

1. _____
2. _____
3. _____

Parent/Guardian Contact Prior to Referral

_____ Phone Call _____ Note Home _____ Conference _____ Home Visit

Interventions:

1. Begin date _____ End date _____ Person(s) responsible _____

Tier 3 RTI Problem-Solving Team: Practice Meeting

Your group will conduct a practice initial RTI Team meeting to try out the roles and steps of the process.

STEP 1: Assign the following roles to group members:

- **Referring teacher:** has the most knowledge of the student and initiated the RTI Team referral
- **Facilitator:** runs the meeting.
- **Recorder:** keeps a record of the meeting and plan.
- **Case Manager:** has met with the teacher for a pre-meeting; helps to co-present the student case.

- **RTI Team COACH:** Provides prompts, advice and debriefing as needed to help the Team move through the meeting steps.

Tier 3 RTI Problem-Solving Team: Practice Meeting



STEP 2: Prepare for your meeting:

- Each member of your Team will have the RTI Team Facilitator's Guide open (p. 6 in your handout) as a reference.
- The facilitator will have looked over the RTI Team 'talking points' (p. 3).
- The recorder will look over the table copy of the RTI Team Initial Meeting Minutes form (pp. 16-20 in the handout).
- The referring teacher and case manager will review the student referral form.
- The RTI Team COACH will look over the RTI Team Facilitator's Guide to review the meeting steps/overall 'flow'.



RTI Problem-Solving Team: Facilitator's Guide p. 6

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: Selected up to 3 choices

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

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

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



RTI Problem-Solving Team: Initial Meeting Minutes Form

Student: _____ Grade/Program: _____ Date: _____

Attending: _____

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		
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

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:	

RTI Problem-Solving
Team: Initial Meeting
Minutes Form p. 16

Tier 3 RTI Problem-Solving Team: Practice Meeting



STEP 3: Run your meeting:

- The facilitator takes the Team through the meeting step-by-step.
- All Team members contribute to the discussion.
- The RTI Team COACH is an observer but steps in to offer guidance as needed. The coach or any team member can call 'time out' to ask clarifying questions or offer feedback about the meeting process.

Tier 3 RTI Problem-Solving Team: Practice Meeting


STEP 4: Debrief:

- The RTI Team members and COACH review the meeting process.
- Participants identify elements of the meeting that went well, as well as those that need improvement. The Team brainstorms solutions to address areas of improvement.

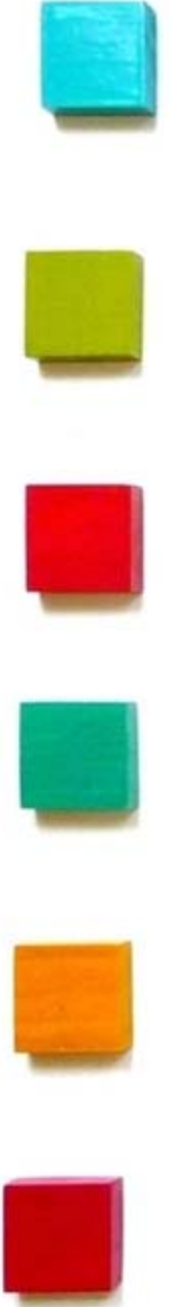


Sweet Home Schools

- Glendale Elementary
- Heritage Heights Elementary
- Maplemere Elementary
- Willow Ridge Elementary
- Middle School
- High School








Tier 3 RTI Team: Choose the Path. What are steps that your school can take during this school year to advance RTI Teams?



Workshop Agenda: Tier 3: RTI Teams



-  1. **Tier 3 Problem-Solving Team: What It Is.** What is the the RTI Team and where does it fit within the RTI Tiers?
-  2. **Tier 3 RTI Team: Membership & Roles.** Who serves on the RTI Team and what are the Team roles?
-  3. **Tier 3 RTI Team: Meeting Agenda.** How is the RTI Team meeting structured?
-  4. **Tier 3 RTI Team: Practice.** What is the experience of participating in an RTI Team meeting?
-  5. **Tier 3 RTI Team: Choose the Path.** What are steps that your school can take during this school year to advance RTI Teams?

Activity: Next Steps Plan

10:00

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Review the key points covered in this training.

Come up with 2-3 **next steps** you intend to take to apply content or resources from the training back in your school