

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



Jim Wright

www.interventioncentral.org



Response to Intervention

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The screenshot displays the Intervention Central website interface. At the top, the logo and tagline "Your source for RTI resources" are visible, along with a navigation menu including Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", accompanied by social media sharing options (Like, Tweet, Print, Email, +1) and a view count of 56. On the left, a "Products" section features "RTI Data Collection Forms & Organizer" with up and down arrows. Below it, the "Latest Updates" section, dated September 17th, 2013, highlights "How To: Reduce Time-Outs With Active Response Beads" and includes a "Read more..." link. 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" sidebar lists various resources such as "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 PPTs and handout available at:

http://www.interventioncentral.org/mresc_rti



RTI Classroom Teacher Toolkit

How to Establish & Maintain Effective RTI Problem-Solving Teams

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Workshop Materials: http://www.interventioncentral.org/mresc_rti

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

Participants: _____

School: _____ Date: _____

GOAL 1: The Tier 3 RTI Problem-Solving Team has set clear guidelines for what intervention efforts should occur before an RTI Team Meeting is scheduled and when a student is ready to be referred to the Team.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Who in your school or district will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____

GOAL 2: The membership of the RTI Team is sufficiently diverse to address a range of student academic and behavioral problems.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Who in your school or district will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____

RTI: Tier 3: What Is the Expectation After Today's Training?


- This workshop will present a protocol for setting up and running Tier 3 RTI Teams.
- You are to consider the Tier 3 RTI Team model presented today, compare that Team process to your current building RTI Team's functioning, and note similarities and differences between the two.
- During the day, you will also have the chance to run a practice RTI Team meeting.
- At the end of the day, you will have time as building teams to discuss what changes or enhancements you would like to make to your RTI Team process based on today's workshop.



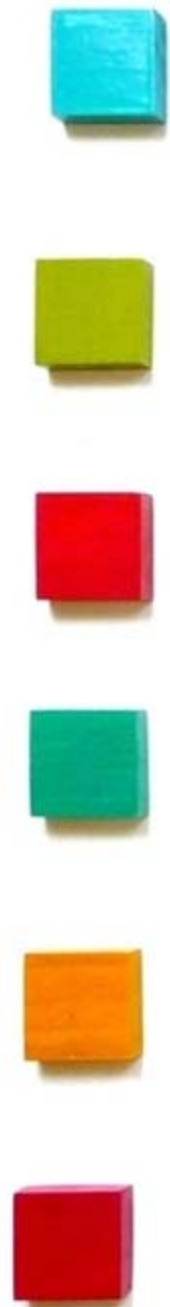
Tier 3 RTI Team Referral: Activity

In your groups:

- Appoint a recorder.
- Describe up to **2** of the student's **academic** and/or **behavioral problems** in clear and specific terms.
- Record **data** that reflect the magnitude of the student problem(s). (Estimates are acceptable.) Examples of appropriate data are grades, number of absences or office referrals, percentage of homework turned in, performance on school-wide academic screeners, etc.
- Note any **interventions** or **supports** put into place for the student during this school year (2016-17).
- Note any **parent contacts** regarding this student.



Review: RTI Model: 3 Tiers. How is RTI organized across a school building?



ACADEMIC RTI

Tier 3: High-Risk Students: 5%

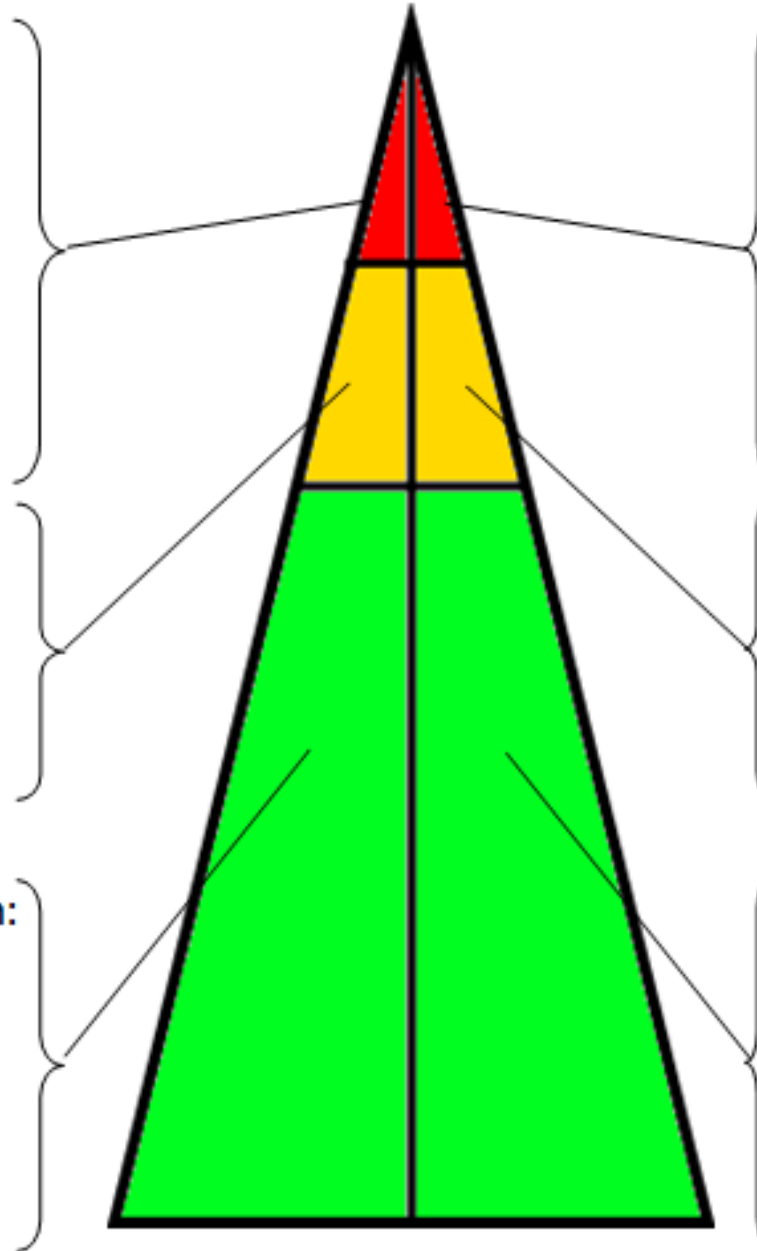
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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 1: The Classroom Teacher as Interventionist. What skills does a teacher need to successfully carry out classroom interventions?



Tier 1: Why Document Classroom Interventions?

With increased school accountability, teachers may want to write down classroom intervention plans to document:

- interventions to be shared next year with the student's new teacher.
- steps agreed upon at a student or parent-student conference.
- teacher intervention efforts for the school RTI Team.
- the history of classroom intervention attempts for a Special Education or Section 504 Committee referral.
- the need for changes in a student's 504 plan, IEP, or special-education programming.

Classroom Teacher: Tier 1 Intervention Skillset

Teachers must possess specific skills to successfully plan and carry out classroom (Tier 1) interventions. Schools should inventory the current skillset of teachers, identify what skills require development, and provide the consultation and support necessary to 'train up' teachers in those skills.



View the next 4 slides to get you started on your own inventory of teacher classroom intervention skills!

Classroom Teacher: Tier 1 Intervention Skillset



1 Understand the RTI Role: The teacher understands and accepts the role of classroom intervention 'first responder'.



2 Narrow the Problem: The teacher focuses on one or two 'fixable' problems instead of juggling multiple student deficits at once.

Classroom Teacher: Tier 1 Intervention Skillset



3 Clearly Define the Problem: The teacher describes each selected student problem in clear, specific, observable terms.



4 Select Research-Based Interventions: The teacher chooses research-based strategies that address the identified problem(s).

Classroom Teacher: Tier 1 Intervention Skillset



5 Choose Data-Collection Methods: The teacher selects one or more methods of data collection to monitor progress.



6 Structure Data Collection: The teacher collects baseline data and sets an outcome goal prior to the intervention.

Classroom Teacher: Tier 1 Intervention Skillset



7 Write Down the Plan: The teacher writes down the intervention plan before starting the intervention.



8 Check Up on the Plan: The teacher reviews the data at a checkup point (e.g., 6 weeks) to decide if the intervention is effective or should be revised.

Classroom Teacher: Tier 1 Intervention: Skillset

- 1. Understand the RTI Role:** The teacher understands and accepts the role of classroom intervention 'first responder'.
- 2. Narrow the Problem:** The teacher focuses on one or two 'fixable' problems instead of juggling multiple student deficits at once.
- 3. Clearly Define the Problem:** The teacher describes each selected student problem in clear, specific, observable terms.
- 4. Select Research-Based Interventions:** The teacher chooses research-based strategies that address the identified problem(s).
- 5. Choose Data-Collection Methods:** The teacher selects one or more methods of data collection to monitor progress.
- 6. Structure Data Collection:** The teacher collects baseline data, sets an outcome goal prior to the intervention.
- 7. Write Down the Plan:** The teacher writes down the intervention plan before starting the intervention.
- 8. Check Up on the Plan:** The teacher reviews the data at a checkup point (e.g., 6 weeks) to decide if the intervention is effective or should be revised.



Tier 1 Intervention Plans: Essentials...



- At Tier 1, problem-solving 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.

Classroom Intervention Planning Sheet

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

Classroom Intervention Planning Sheet

Case Information				
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.				
Student:		Interventionist(s):		Date Intervention Plan Was Written:
Date Intervention is to Start:		Date Intervention is to End:		Total Number of Intervention Weeks:
Description of the Student Problem:				

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

Materials	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 what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.

Progress-Monitoring	
What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.	
Type of Data Used to Monitor:	
Baseline	Outcome Goal
How often will data be collected? (e.g., daily, every other day, weekly):	

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

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

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

Case Information

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

Student:	Josh H.	Interventionist(s):	Mr. Smith, Social Studies/Grade 7	Date Intervention Plan Was Written:	23 Oct 2014
Date Intervention is to Start:	27 Oct 2014	Date Intervention is to End:	8 Jan 2015	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.			

Intervention

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

Ask-Read-Tell Cognitive Strategy:

Materials

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

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

Training

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

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

Progress-Monitoring

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

Type of Data Used to Monitor:	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		

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

Response to Intervention

Creating a Written Record of Classroom Interventions: Form

- *Case information.* The opening section of the form includes general information about the case, including:
 - Target student
 - Teacher/interventionist
 - Date of the intervention plan
 - Start and end dates for the intervention
 - Description of the student problem to be addressed

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	Josh H.	Interventionist(s):	Mr. Smith, Social Studies/Grade 7	Date Intervention Plan Was Written:	23 Oct 2014
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Description of the Student Problem:		Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.			

Step 2: Goal While Reading: I READ the passage carefully for full understanding:

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Conference Web
Page)

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I DO understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Step 3: Goal After Reading: I TELL what I learned from the passage:

Based on my reading, here are answers to my TWO questions from Step 1:

1.

2.

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.

Response to Intervention

Creating a Written Record of Classroom Interventions: Form

- *Intervention.* The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.

Intervention

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

Ask-Read-Tell Cognitive Strategy

Creating a Written Record of Classroom Interventions: Form

- *Materials.* The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.

Materials

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

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.

Creating a Written Record of Classroom Interventions: Form

- *Training.* If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

Training

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

Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

Response to Intervention

Creating a Written Record of Classroom Interventions: Form

- *Progress-Monitoring*. The teacher selects a method to monitor student progress during the intervention, to include:
 - what type of data is to be used
 - collects and enters student baseline (starting-point) information
 - calculates an intervention outcome goal
 - The frequency that data will be collected.

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. If a method is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and enter the frequency that you plan to monitor the intervention. Tip: Several ideas for classroom data collection are provided in the Appendix.

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

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

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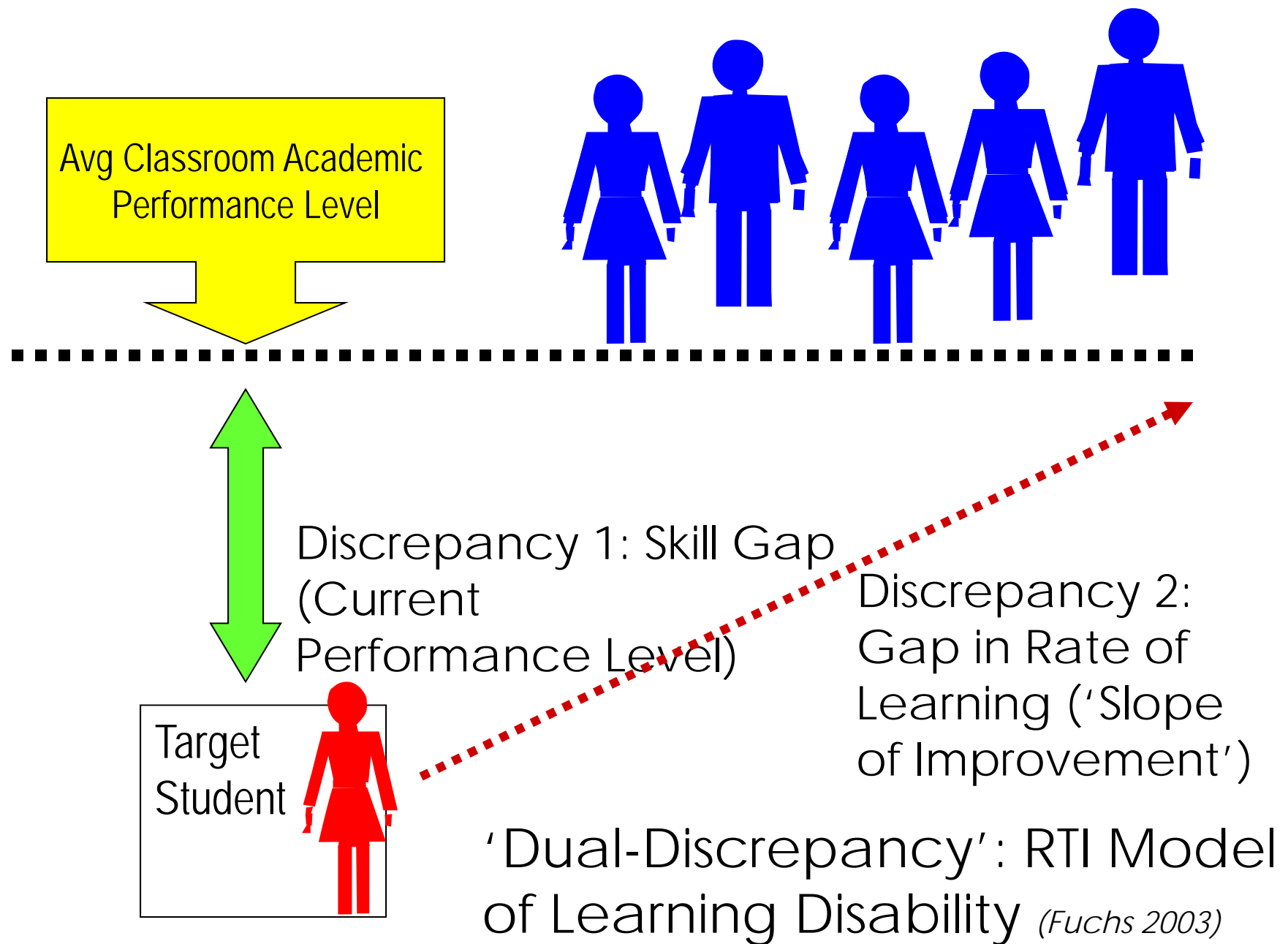
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Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
Ask-Read-Tell Cognitive Strategy: Link: http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

Materials	Training
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How often will data be collected? (e.g., daily, every other day, weekly):	
ART sheets/as readings are assigned; quizzes weekly	
<ul style="list-style-type: none"> Ideas for Intervention Progress-Monitoring Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist 	

Response to Intervention



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 at least 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.

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?

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

-Albert Einstein

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

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.

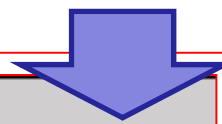
Staff Member/Position	Area(s) of Competence to Support the Tier 3 Team

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.	

Worksheet: Tier 3: Problem-Solving Team: Activity

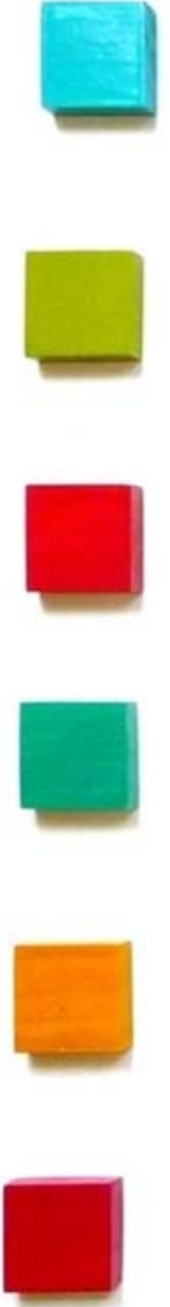
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Tier 3 Problem-Solving Team:
What It Is. What is the purpose of the RTI Team and where does it fit within the RTI Tiers?



ACADEMIC RTI

Tier 3: High-Risk Students: 5%

- Diagnostic assessment of academic problems
- 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
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BEHAVIORAL RTI

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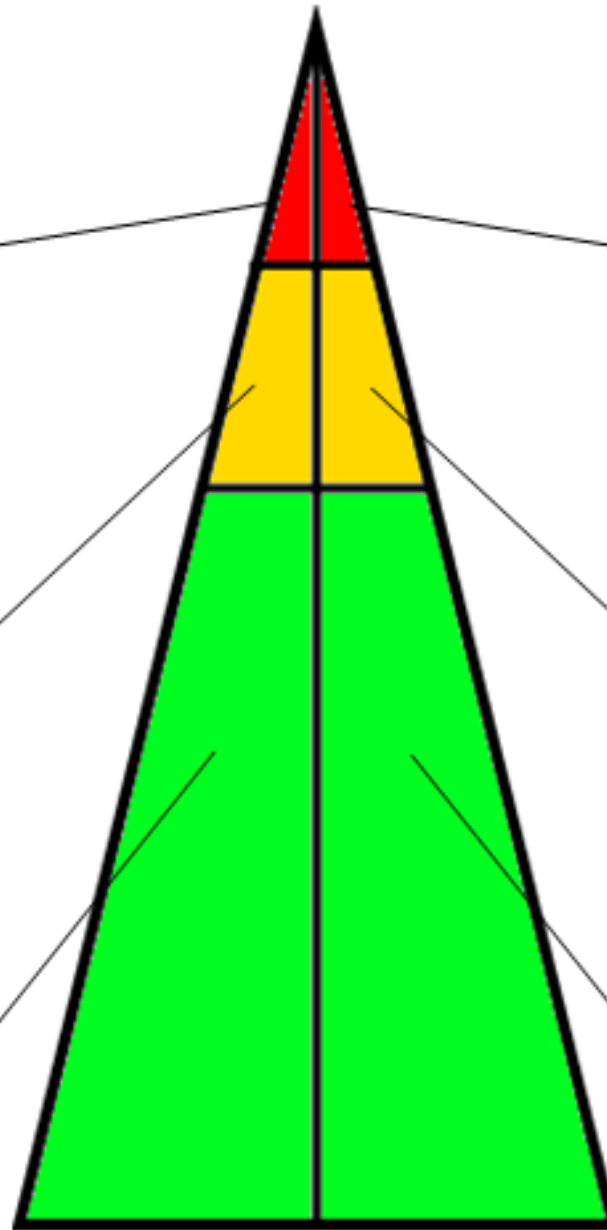
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Tier 1: Universal: Classroom Management: 80%

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- 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>

RTI: Tier 3: Intensive Intervention

Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may receive a Tier 3 intervention. In a typical school, **1-5% of students** may need a Tier 3 intervention in a given year.

The group that designs and implements the Tier 3 intervention plan is the **RTI Problem-Solving Team**.

The RTI Team develops **customized** intervention plans. The Team identifies the most important blockers to student success and develops a unique **intervention plan** to address those concerns.

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.

Tier 3 Targets: Intervention, Curriculum, and Environment

“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.

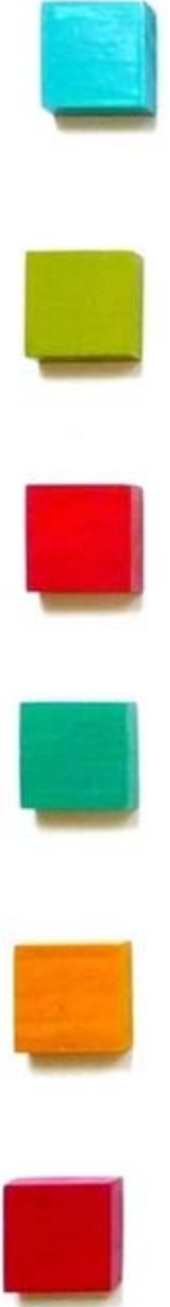
How Is the RTI Team Like a MASH Unit?



- 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 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 p. 2

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

RTI Team Role	Responsibilities	Tips for RTI Teams
Facilitator	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Guides the Team through the stages of the problem-solving process. <input type="checkbox"/> Checks for agreement between Team members at important discussion points during the meeting. <input type="checkbox"/> 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"> ● Write a short introductory 'script' to ensure that important points are always reviewed at the start of the meeting. ● Create a poster listing the steps of the meeting problem-solving process as a visual guide to keep Team members on task and to transition from one step to another.



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="548 347 1209 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="1247 347 1980 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="1247 808 1980 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.

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.

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

InterventionCentral
5-Minute 'Count Down' Timer
05:00
www.interventioncentral.org

Worksheet: 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.

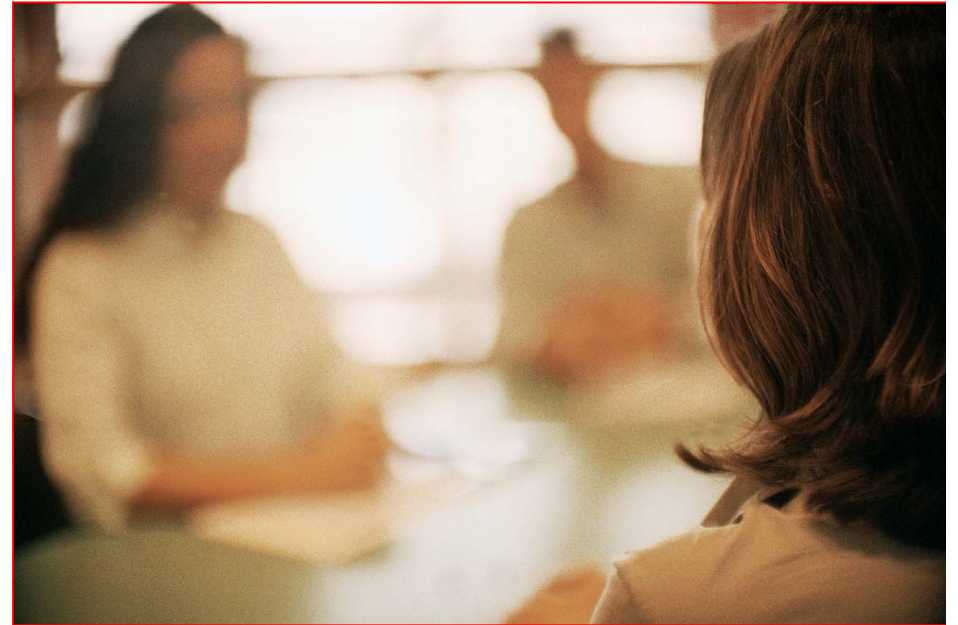
Generate a list of people/positions at your school that you believe should serve on your RTI Problem-Solving Team, along with their area(s) of competence.

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.



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

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 1: pp. 4-5 _____
- Student Concern 2: _____
3. *Decide what data should be brought to the RTI Team meeting.* The case manager and teacher decide what student data should be collected and brought to the RTI Team meeting to provide insight into the nature of the student's presenting concern(s). Use the table below to select data for RTI decision-making.

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

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

Academic Problems: Format for Writing Problem Definition Statement		
Environmental Conditions or Task Demands	Problem Description	Typical/ Expected Level of Performance
Example: For science homework...	... Tye turns in assignments an average of 50% of the time...	... while the classroom median rate of homework turned in is 90%.

Behavioral Problems: Format for Writing Problem Definition Statement		
Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior
Example: When given a verbal teacher request...	...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.



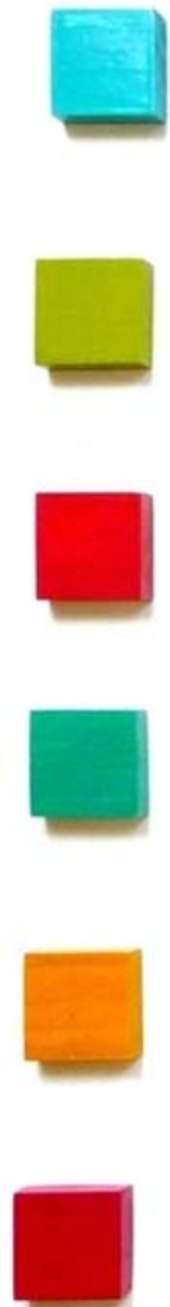
Team Activity: Defining Case Manager & the RTI Team 'Pre-Meeting'

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

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.

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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. 11

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

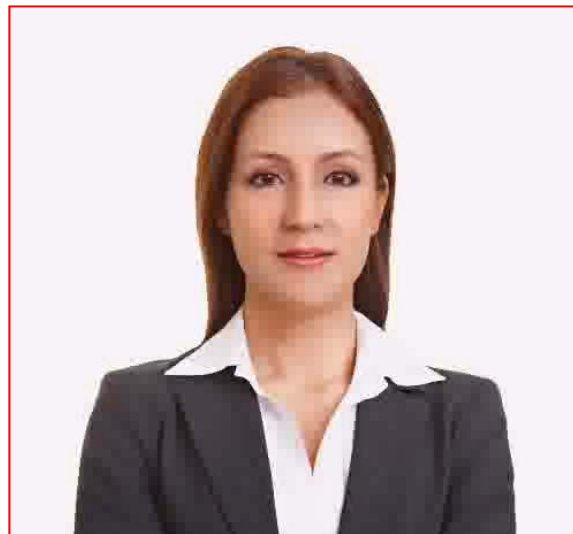
"I am the facilitator for today's meeting.

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 p. 2

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?*

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

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:	

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

STEP 3: Review Background/Baseline Data

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



Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals

pp.12-15

Are there any questions at this time? *If not, let's begin!*

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

Tier 3: RTI Team: Meeting Format

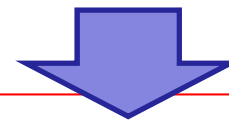
STEP 3: Review Background/Baseline Data.

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?*

Worksheet: Tier 3: Problem-Solving Team: Activity

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



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

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

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.

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. 16

**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

pp.12-15



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STEP 5: Design an Intervention Plan.

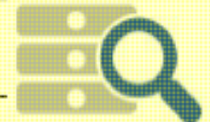
STEP 5: Design an Intervention Plan. In this section, record the main elements of the student's intervention plan.

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 on 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> </u> X 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 Problem-Solving Team: Initial Meeting Minutes Form p. 20

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.

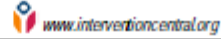
SAMPLE QUESTIONS:

- *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?*

10:00

Activity: Evaluate Your Tier 3 RTI Team

- As a team, review the items on the *RTI Problem-Solving Team Meeting 'Quality Indicators' Checklist*. (Worksheet, pp.4-5)
- Use this instrument to rate elements of your current RTI Team that are strong and those that need improvement.
- Based on your rating, talk about an action plan to make improvements to your Team.

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RTI Problem-Solving Team Meeting 'Quality Indicators' Checklist

School: _____ Date: _____ Student (Initials): _____

Directions: Use this checklist at the conclusion of your initial RTI Team meeting to compare your actual process against the 'quality indicators' listed below. Note your RTI Team's relative strengths / areas in need of improvement.

RTI Team Meeting 'Quality Indicator'	NOTES
1. Introductions/Statement of Purpose Stated. The meeting opened with introductions (e.g., names of those attending and their 'RTI Team' roles); statement about purpose, goal(s), and expected length of time for the meeting	
2. Problem(s) Clearly Defined in Advance. The student problem(s) were already defined in clear and specific terms at the start of the RTI Team meeting (because the Case Manager had met in advance with the teacher(s)). Also, if necessary, teacher concerns were prioritized and limited to no more than two.	
3. RTI Team Roles Assigned. Team members effectively assumed the following roles: <input type="checkbox"/> Case Manager (Pre-Meeting) <input type="checkbox"/> Facilitator <input type="checkbox"/> Recorder <input type="checkbox"/> Time-Keeper <input type="checkbox"/> Coordinator	
4. RTI Team Meeting Structure Followed. The RTI Team meeting followed this problem-solving structure: <input type="checkbox"/> Step 1: Select Intervention Target(s) <input type="checkbox"/> Step 2: Inventory Student's Strengths, Talents, Interests, Incentives <input type="checkbox"/> Step 3: Review Background/Baseline Data <input type="checkbox"/> Step 4: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring. <input type="checkbox"/> Step 5: Design an Intervention Plan <input type="checkbox"/> Step 6: Share RTI Intervention Plan With Parent(s) <input type="checkbox"/> Step 7: Review the Intervention and Progress-Monitoring Plans The meeting progressed with few interruptions or digressions.	
5. Sufficient Data Collected. There was sufficient academic and behavioral data presented at the meeting to allow the RTI Team to adequately understand the student problem(s). (This data included existing information from the school database and/or additional data such as direct observations or student academic assessment collected prior to the meeting.)	
6. Intervention Plan Built from Research-Based Elements. The intervention programs and/or ideas recommended by the RTI Team to address the student concern are supported by research.	

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

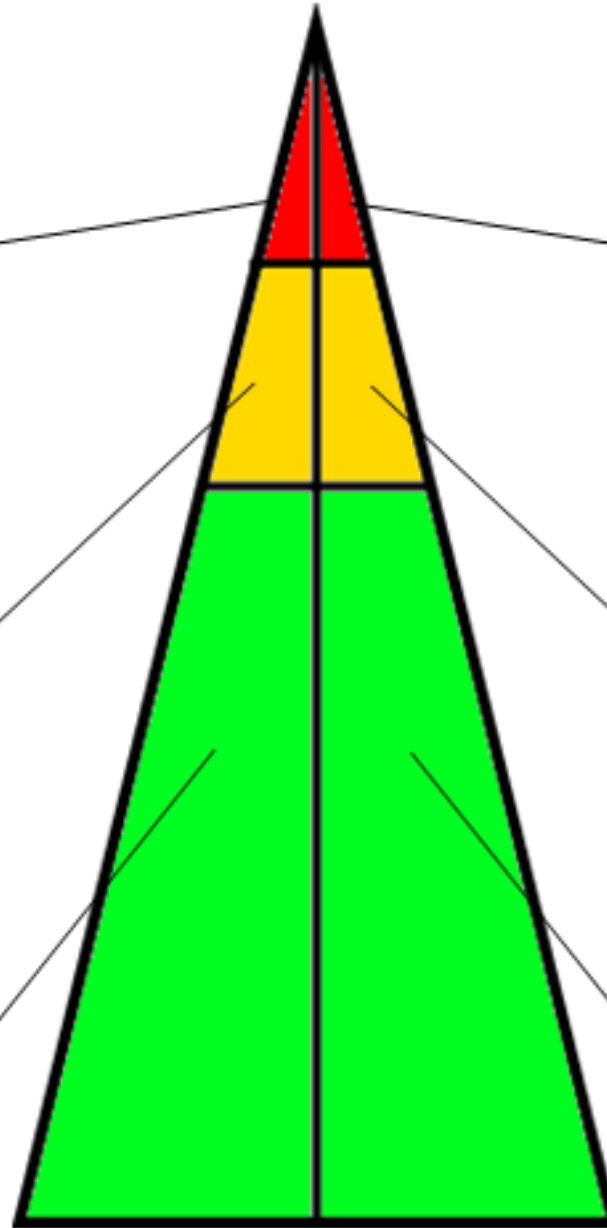
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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

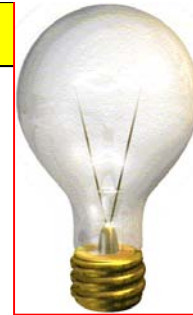
Tier 2: At-Risk Students: 15%

- 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>



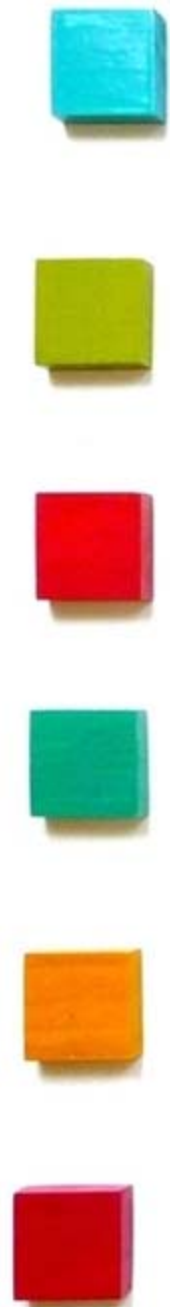
RTI: Tier 3: Intensive Intervention

Here are key tasks that schools can pursue to advance Tier 3:

- ❑ Train your RTI Team to follow a structured meeting agenda that moves reliably through the steps of the problem-solving process.
- ❑ Create the capacity for case managers to pre-meet with referring teachers to clarify referral concern(s) and decide what assessment data to bring to the initial RTI Team meeting.
- ❑ Develop a Tier 3: RTI Team referral process that is timely—and also capable of screening out students whose needs can better be met at the Tier 1 or Tier 2 level.
- ❑ Create decision rules in coordination with the Special Education Department to determine when a student with serious academic deficits should be considered a 'non-responder' and referred for a Special Education evaluation.



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



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. 11).
- 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 information (previous activity).
- The RTI Team COACH will skim 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.



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?

How to Collect Data to Monitor Tier 1 (Classroom) Interventions

Jim Wright

www.interventioncentral.org



'Data Tells a Story': Workshop Agenda



Identify the problem. Define the academic problem in clear and measurable terms.



Ask the right questions. Decide what questions that data collection should attempt to answer.



Choose the right data tools. Select methods that can actually measure the academic skills or behavior that are the focus of intervention.



Structure Your Data Collection. Collect baseline data—and determine a method for setting an 'ambitious but realistic' intervention goal.

The Struggling Student: Data Tells a Story...

Whenever a student faces significant challenges and you the teacher are involved to help to solve the problem, you look to data to tell a coherent story about the student. If any of these elements are missing, the 'data story' can become garbled and lose meaning:

- What kind of academic or behavioral problems is the student experiencing?
- What is the student's current performance?
- What are you (and/or the student) going to do to address the problem(s)?
- How will you judge that the problem has been fixed?
- Does the student actually improve over time?

Problem-Solving in Schools: Telling the Data Story

Teachers will want data to tell a student's intervention story when meeting with:

- the **counselor** or **principal** to inform them of an ELL student who is struggling and how the teacher responded.
- **parent** and **student** to develop a plan to improve that student's course standing.
- the building's **RTI Problem-Solving Team** to update them on a classroom intervention.
- the **Section 504 Committee** to discuss whether the supports in a student's current 504 Accommodation Plan are adequate in the classroom.
- the **Special Education Team** to review classroom efforts to support a student now being considered for LD.

5 Essentials: Data Used to Track Individual Interventions Should...

- reliably measure the academic skills or behaviors that are the focus of the intervention.
- convert student performance into an objective number.
- be feasible to collect in busy classroom settings.
- include a baseline measure to estimate the student's performance pre-intervention.
- include an outcome (post-intervention) goal that defines minimum improvement required for success.

Data Collection Converted to a Number: 5 Examples

- The student reads aloud for 1 minute on a *CBM Reading Fluency passage*, with a score of **45** correct words per minute.
- A *written work sample* shows that, of the **18** possible sentences, **12** were correct and complete sentences (**66%**).
- A writing *rubric* has a 9-point scale: Needs work (**1-3**), Competent (**4-6**), Exemplary (**7-9**). On 'develops main idea', the student attains a score of **7** for a submitted essay.
- A *behavior report card* goal is that the student complies with teachers requests within 1 minute (Yes/No). Across 1 week, the student met this goal **4** of **5** times (**80%**).
- A *cumulative mastery log* records that a student acquires **5** additional sight words in one week.

Choose the right data tools. Select methods that can actually measure the academic skills or behavior that are the focus of intervention.



Classroom Data Tools (Online)

Classroom Data Tools: What Are They and What Can They Measure?

Teachers have a variety of tools that they can access to collect behavioral or academic information and monitor classroom interventions. This 'look-up' chart provides a review of the most common data sources and what they can measure:

Data Tool	What It Is	What It Can Measure
Archival Data	Existing data routinely collected by schools that provides useful ongoing information about the student's academic or behavioral performance.	<ul style="list-style-type: none"> Attendance Office disciplinary referrals Other aspects of behavior or academic performance captured in the school database
Behavior Report Cards	A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.	<ul style="list-style-type: none"> General behaviors (e.g., complies with teacher requests; waits to be called on before responding) Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
Checklists	The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.	<ul style="list-style-type: none"> Step-by-step cognitive strategies Behavioral routines Generalization: Target behavior carried out across settings
Cumulative Mastery Records	A cumulative record of the student's acquisition/mastery of a defined collection of academic items such as multiplication math facts. This record is updated after every intervention session.	<ul style="list-style-type: none"> Any discrete collection of academic items to be mastered: e.g., vocabulary, math facts, spelling words, letter or number names
Curriculum-Based Measures/Assessment	A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures. CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.	<ul style="list-style-type: none"> Speed and accuracy in basic academic skills: e.g., letter naming, number naming, number sense, vocabulary, oral reading fluency, reading comprehension (maze), production of writing, math fact computation
Grades	Represent in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.	<ul style="list-style-type: none"> Homework grades Test grades Quarterly report card grades
Interviews	Guided by prompts or questions, the student periodically provides feedback about	<ul style="list-style-type: none"> Student routines outside of class (e.g., use of study hall time, homework regimen)

Classroom Assessment Methods

- | | |
|---|---------------------|
| 1. Archival Data | 7. Interviews |
| 2. Behavior Report Cards | 8. Logs |
| 3. Checklists | 9. Observation |
| 4. Cumulative Mastery Records | 10. Rubrics |
| 5. Curriculum-Based Measures/Assessment | 11. Self-Monitoring |
| 6. Grades | 12. Work Products |

Classroom Data Tool: Behavior Report Cards

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

Classroom Data Tool: Behavior Report Card

- What It Can Measure:
 - General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
 - Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

Response to Intervention

Behavior Report Card

Charlene: Behavior Report Card

Student Name: Charlene Date: _____

Rater: Mr. Wright Classroom: Classroom 345

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Charlene brought all necessary work materials to class.

Charlene brought all necessary work materials to class.

How well Charlene did in meeting the behavior goal?

1.....2.....3
Poor Fair Good

I have reviewed this completed Behavior Report with my child.

Parent Signature: _____ Date: _____

Comments:

2

Response to Intervention

Free Online App:
Behavior Report Card
Maker. Teachers can use
this free app to create and
download (in PDF format)
customized Behavior
Report Cards.

Behavior Report Card Maker

If you have any suggestions or comments about this tool, please mail me.

Roy's Report Card

[Save](#) [Save as...](#) [Switch to Expert Mode](#) [Start New Report Card](#)

Step 1

Enter the basic form information

Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title [?] Roy's Behavior Report Card	Person to fill out the report card [?] Mr. Wright
Directions [?] Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.	Student's classroom [?] Room 345
Font family [?] san serif [?] Font size [?] 10 pt [?]	Student's first and last name [?] Roy Atkins
<input checked="" type="checkbox"/> Append signature section [?]	Gender [?] male [?]
Instructions for report card signer [?] I have reviewed this completed Behavior Report with my child.	Person to sign the report card [?] Parent

[Previous](#) [Next](#)

Classroom Data Tool: Checklist

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components.

Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.

Classroom Data Tool: Checklist

- What It Can Measure:
 - Step-by-step cognitive strategies
 - Behavioral routines
 - Generalization: Target behavior carried out across settings

Checklist
Example:
Classroom
Routine

Start-of-Class Checklist

- AT THE START OF CLASS, THE STUDENT:
- has a sharpened pencil.
- has paper for taking notes.
- has homework ready to turn in.
- has put her cell phone away in her backpack.
- has cleared her desk of unneeded materials.
- is sitting quietly.
- is working on the assigned start-of-class activity.

3

Response to Intervention

Checklist Example: Problem- Solving Strategy

Math Word Problem: Problem-Solving Checklist

WHEN COMPLETING A MATH WORD PROBLEM, THE STUDENT FOLLOWS THESE STEPS:

1. **READING THE PROBLEM.** The student reads the problem carefully, noting and attempting to clear up any areas of uncertainty or confusion (e.g., unknown vocabulary terms).
2. **PARAPHRASING THE PROBLEM.** The student restates the problem in his or her own words.
3. **DRAWING THE PROBLEM.** The student creates a drawing of the problem, creating a visual representation of the word problem.
4. **CREATING A PLAN.** The student decides on the best way to solve the problem and develops a plan to do so.
5. **PREDICTING THE ANSWER.** The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.
6. **COMPUTING THE ANSWER.** The student follows the plan developed earlier to compute the answer to the problem.
7. **CHECKING THE ANSWER.** The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.

SOURCE: Montague, M. (1992). The effects of cognitive and metacognitive strategy instruction on the mathematical problem solving of middle school students with learning disabilities. *Journal of Learning Disabilities*, 25, 230-248.

Free Online App:
Self-Check Behavior
Checklist Maker. This
online tool allows teachers
to define student behavior
during classroom routines
and transitions – a great
way to clearly define
behavioral expectations.

The screenshot shows the interface of the 'Self-Check Behavior Checklist Maker' web application. At the top, there is a title bar with the text 'Self-Check Behavior Checklist Maker' and a 'Like' button. Below the title bar, there are navigation tabs: 'View', 'Edit', 'Outline', 'Track', and 'Configure Tool'. The main content area features a large heading 'Self-Check Behavior Checklist Maker' in purple, accompanied by a thumbs-up icon and a text box that says 'Create customized checklists for students to monitor their own classroom behaviors'. Below this, there is a note: 'If you have any suggestions or comments about this tool, please mail me.' The interface also includes a 'Save' button, a 'Save as...' button, and a 'Start New Checklist' button. The main text area contains a paragraph: 'Students who track their own behaviors gain greater control over those behaviors. Self-Check Behavior Checklist Maker is a free application that allows teachers to quickly create checklists that students can use to monitor their behavior in the classroom. Behavior checklists can be used to help both general-education and special-needs students to manage their behaviors in academically demanding and least-restrictive settings. (For suggestions on how to use behavior checklists, download [How To: Improve Classroom Behaviors Using Self-Monitoring Checklists.](#))' Below this, there is a 'Directions' section with a link: 'Click [HERE](#) to download the full Self-Check Behavior Checklist Maker manual.' and a bullet point: '• To browse student self-monitoring items, select any of the categories from the 'Select Checklist' drop-down'.

Classroom Data Tool: **Cumulative Mastery Record**

- **What It Is:** A cumulative record of the student's acquisition/mastery of a defined collection of academic items such as multiplication math facts.

This record is updated whenever the student masters another academic item.

Classroom Data Tool: Cumulative Mastery Record

- What It Can Measure:
 - Any discrete collection of academic items to be mastered, such as:
 - vocabulary terms/definitions
 - math facts
 - spelling words
 - letter or number names
 - sight words.

Response to Intervention

Academic Skills: Cumulative Mastery Record

Student: School Yr: Classroom/Course:

Academic Item Set: Define the set of academic items to be measured (e.g., basic multiplication facts from 1-12; grade 1 sight-word list; vocabulary terms for biology course):

Criteria for Mastery: Describe the criteria for judging when the student has mastered a particular item from the academic item set. (Example: "A math fact is considered mastered when the student successfully answers that math-fact flashcard within 3 seconds on three successive occasions during a session and repeats this performance without error at the next session."):

Baseline Skills Inventory: Prior to beginning the intervention, inventory the student's current level of mastery of the skill being measured. (NOTE: Apply the 'criteria for mastery' guidelines written above when completing the baseline skills inventory.)

Person completing the inventory: Date:

Item 1: <input type="text"/>	Item 11: <input type="text"/>	Item 21: <input type="text"/>
Item 2: <input type="text"/>	Item 12: <input type="text"/>	Item 22: <input type="text"/>
Item 3: <input type="text"/>	Item 13: <input type="text"/>	Item 23: <input type="text"/>
Item 4: <input type="text"/>	Item 14: <input type="text"/>	Item 24: <input type="text"/>
Item 5: <input type="text"/>	Item 15: <input type="text"/>	Item 25: <input type="text"/>
Item 6: <input type="text"/>	Item 16: <input type="text"/>	Item 26: <input type="text"/>
Item 7: <input type="text"/>	Item 17: <input type="text"/>	Item 27: <input type="text"/>
Item 8: <input type="text"/>	Item 18: <input type="text"/>	Item 28: <input type="text"/>
Item 9: <input type="text"/>	Item 19: <input type="text"/>	Item 29: <input type="text"/>
Item 10: <input type="text"/>	Item 20: <input type="text"/>	Item 30: <input type="text"/>

Cumulative
Mastery
Record:
p. 1



Response to Intervention



Academic Intervention: Cumulative Mastery Record

Student: School Yr: Classroom/Course:

Cumulative Mastery Record: During the intervention, record each mastered item below with date of mastery. NOTE: Be sure to use the 'criteria for mastery' defined on the first page of this form when judging whether the student has mastered a particular item.

Item 1:	<input type="text"/>	Date:	<input type="text"/>	Item 21:	<input type="text"/>	Date:	<input type="text"/>
Item 2:	<input type="text"/>	Date:	<input type="text"/>	Item 22:	<input type="text"/>	Date:	<input type="text"/>
Item 3:	<input type="text"/>	Date:	<input type="text"/>	Item 23:	<input type="text"/>	Date:	<input type="text"/>
Item 4:	<input type="text"/>	Date:	<input type="text"/>	Item 24:	<input type="text"/>	Date:	<input type="text"/>
Item 5:	<input type="text"/>	Date:	<input type="text"/>	Item 25:	<input type="text"/>	Date:	<input type="text"/>
Item 6:	<input type="text"/>	Date:	<input type="text"/>	Item 26:	<input type="text"/>	Date:	<input type="text"/>
Item 7:	<input type="text"/>	Date:	<input type="text"/>	Item 27:	<input type="text"/>	Date:	<input type="text"/>
Item 8:	<input type="text"/>	Date:	<input type="text"/>	Item 28:	<input type="text"/>	Date:	<input type="text"/>
Item 9:	<input type="text"/>	Date:	<input type="text"/>	Item 29:	<input type="text"/>	Date:	<input type="text"/>
Item 10:	<input type="text"/>	Date:	<input type="text"/>	Item 30:	<input type="text"/>	Date:	<input type="text"/>
Item 11:	<input type="text"/>	Date:	<input type="text"/>	Item 31:	<input type="text"/>	Date:	<input type="text"/>
Item 12:	<input type="text"/>	Date:	<input type="text"/>	Item 32:	<input type="text"/>	Date:	<input type="text"/>
Item 13:	<input type="text"/>	Date:	<input type="text"/>	Item 33:	<input type="text"/>	Date:	<input type="text"/>
Item 14:	<input type="text"/>	Date:	<input type="text"/>	Item 34:	<input type="text"/>	Date:	<input type="text"/>
Item 15:	<input type="text"/>	Date:	<input type="text"/>	Item 35:	<input type="text"/>	Date:	<input type="text"/>
Item 16:	<input type="text"/>	Date:	<input type="text"/>	Item 36:	<input type="text"/>	Date:	<input type="text"/>
Item 17:	<input type="text"/>	Date:	<input type="text"/>	Item 37:	<input type="text"/>	Date:	<input type="text"/>
Item 18:	<input type="text"/>	Date:	<input type="text"/>	Item 38:	<input type="text"/>	Date:	<input type="text"/>
Item 19:	<input type="text"/>	Date:	<input type="text"/>	Item 39:	<input type="text"/>	Date:	<input type="text"/>
Item 20:	<input type="text"/>	Date:	<input type="text"/>	Item 40:	<input type="text"/>	Date:	<input type="text"/>

Cumulative
Mastery
Record:
p. 2

4

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Is:** A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures.

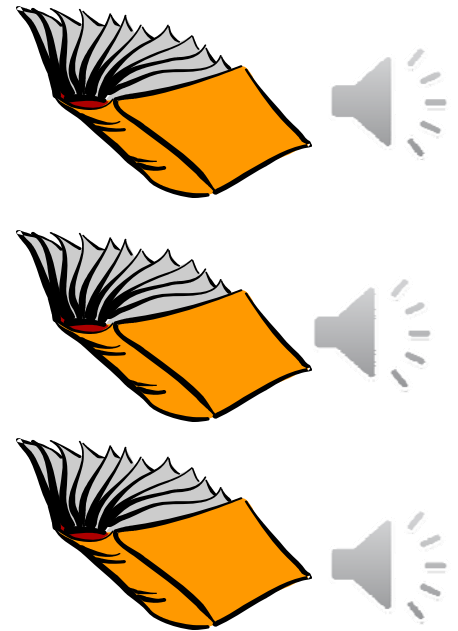
CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Can Measure:**
 - Speed and accuracy in basic academic skills, such as:
 - letter naming: 1 min
 - number naming: 1 min
 - number sense: 1 min
 - oral reading fluency: 1 min
 - reading comprehension (maze): 3 mins
 - production of writing: 3 mins
 - math fact computation: 2 mins

Fluency Example: CBM Student Reading Samples: What Difference Does Fluency Make?

- *3rd Grade: 19 Words Per Minute*
- *3rd Grade: 70 Words Per Minute*
- *3rd Grade: 98 Words Per Minute*

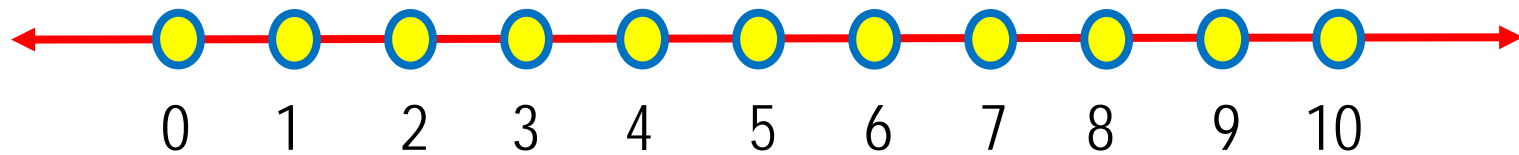


Curriculum-Based Measures (CBMs)

<i>CBM</i>	<i>Skill Area</i>	<i>Activity</i>
Letter Sound Fluency/Letter Name Fluency	Alphabetics/ Phonics	1 Minute: Student reads letter names or sounds from a randomly generated list.
Oral Reading Fluency	Reading Fluency	1 Minute: Student reads aloud from a text passage.
Reading Comprehension Fluency (Maze)	Reading Comprehension	3 Minutes: Student reads silently from a Maze passage and selects correct word in each choice item that restores meaning to the passage.
Early Math Fluency	Number Sense	1 Minute: Student completes an Early Math Fluency probe: (1) Quantity Discrimination; (2) Missing Number; or (3) Number Identification
Computation Fluency	Math Fact Fluency	2 Minutes: Student completes math facts and receives credit for each correct digit.
Written Expression	Mechanics/ Conventions of Writing	4 Minutes: Student reads a story-starter (sentence stem), then produces a writing sample that can be scored for Total Words Written, Correctly Spelled Words, Correct Writing Sequences.

Early Math Fluency: Measuring 'Number Sense'

- Early Math Fluency measures track primary-grade students' acquisition of number sense (defined as mastery of internal number line)



Response to Intervention

- **Early Math Fluency: Quantity Discrimination [1 minute]:**
The student is given a worksheet with number pairs and, for each pair, identifies the larger of the two numbers.

4	12
---	----

Quantity Discrimination (QD): 1 Minute: The student is presented with pairs of numbers randomly sampled from 1-20 and must identify the larger number in each pair.

Grade	Fall QD (Chard et al., 2005)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Winter QD (Chard et al., 2005)	Winter: +/-1 SD (≈16th%ile to 84th%ile)	Spring QD (Chard et al., 2005)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth
K	15	8↔22	20	8↔32	23	12↔34	0.25
1	23	16↔30	30	21↔39	37	28↔46	0.44

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. *Assessment for Effective Intervention, 30*(3), 3-14.

Response to Intervention

- **Early Math Fluency: Missing Number [1 minute]:** The student is given a worksheet with 4-digit number series with one digit randomly left blank and, for each series, names the missing number.

14 _ 16 17

Missing Number (MN): 1 Minute: The student is presented with response items consisting of 3 sequential numbers with one of those numbers randomly left blank. (Each 3-number series is randomly generated from the pool of numbers 1-20.) The student attempts to name the missing number in each series.

Grade	Fall MN <small>(Chard et al., 2005)</small>	Fall: +/-1 SD <small>(≈16th%ile to 84th%ile)</small>	Winter MN <small>(Chard et al., 2005)</small>	Winter: +/-1 SD <small>(≈16th%ile to 84th%ile)</small>	Spring MN <small>(Chard et al., 2005)</small>	Spring: +/-1 SD <small>(≈16th%ile to 84th%ile)</small>	Weekly Growth
K	3	0↔7	10	3↔17	14	7↔21	0.34
1	9	3↔15	17	11↔23	20	14↔26	0.34

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. *Assessment for Effective Intervention*, 30(3), 3-14.

Response to Intervention

- **Early Math Fluency: Number Identification [1 minute]:** The student is given a worksheet randomly generated numbers and reads off as many as possible within the time limit.

34 37 50 38 1

Number Identification (NID): 1 Minute: The student is presented with a randomly generated series of numbers ranging from 1-20 and names as many of those numbers aloud as time allows.							
Grade	Fall NID (Chard et al., 2005)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Winter NID (Chard et al., 2005)	Winter: +/-1 SD (≈16th%ile to 84th%ile)	Spring NID (Chard et al., 2005)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth
K	14	0↔28	45	27↔63	56	38↔74	1.31
1	34	18↔50	53	36↔70	62	46↔78	0.88

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. *Assessment for Effective Intervention*, 30(3), 3-14.

Numberfly Early Math Fluency Generator

<http://www.interventioncentral.org>

Use this free online application to design and create Early Math Fluency Probes, including:

- Quantity Discrimination
- Missing Number
- Number Identification



The application to create CBM Early Math Fluency probes online

Quantity Discrimination (QD)

Description: The student is given a sheet of number pairs and must verbally identify the larger of the two values for each pair.

Select the *lowest* and *highest* numbers to be selected in the quantity-discrimination items:

FROM 0

TO 20

How many quantify discrimination items should appear *in each row*?:

3 items

How many *rows* of items should appear on the student worksheet?:

8

Submit

QD Directions: Download directions for administering and scoring *Quantity Discrimination* probes, test statistics, & brief guidelines for use in an RTI process

QD Graph: Access a time-series graph to chart student progress using *Quantity Discrimination* probes

Missing Number (MN)

Description: The student is given a sheet that contains a series of 3- or 4-number sequences. In each sequence, one number is missing. The student must verbally identify the missing number.

Select the *lowest* and *highest* numbers to be selected in the missing number items:

FROM 0

TO 20

How many missing number items should appear *in each row*?:

3 items

How many numbers should appear in each number series?

3 items

5

CBM: Mechanics & Conventions of Writing

- Tracking student growth in emerging writing skills can be confusing and time-consuming for teachers.

However, Curriculum-Based Measurement-Written Expression (CBM-WE) is an efficient, reliable method of formative student assessment that yields numeric indicators that are instructionally useful--such as total words written, correctly spelled words, and correct writing sequences.

CBM Writing Assessment: Scoring

Total Words:

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Total Words = 45

5

Response to Intervention

- **CBM-WE: Total Words Written [4 Minutes]**. The student's writing sample is scored for the total words written.

Total Words Written (TWW): This measure is a count of the total words written during the CBM-WE assessment.					
Grade	Fall TWW (Malecki & Jewell, 2003)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Spring TWW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	8	3↔13	14	7↔21	0.45
2	24	14↔34	31	19↔43	0.43
3	36	23↔49	36	24↔48	0.35
4	41	30↔52	46	30↔62	0.25
5	51	34↔68	67	43↔91	--
6	44	31↔57	58	44↔72	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. *School Psychology Review, 35*, 435-450.

CBM Writing Assessment: Scoring
Correctly Spelled Words:

I **woud** drink water from the ocean
and I **woud** eat the fruit off of the
trees. Then I **woud** **bilit** a house
out of trees, and I **woud** gather
firewood to stay warm. I **woud** try
and fix my boat in my spare time.

Correctly Spelled Words = 39

5

Response to Intervention

- **CBM-WE: Correctly Spelled Words [4 Minutes]**. The student's writing sample is scored for the number of words spelled correctly.

Correctly Spelled Words (CSW): This measure is a count of correctly spelled words written during the CBM-WE assessment.					
Grade	Fall CSW (Malecki & Jewell, 2003)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Spring CSW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	5	1↔9	10	3↔17	0.45
2	20	10↔30	27	15↔39	0.46
3	32	19↔45	33	21↔45	0.37
4	38	26↔50	44	29↔59	0.26
5	48	31↔65	65	42↔88	--
6	42	29↔55	56	41↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. *School Psychology Review*, 35, 435-450.

CBM Writing Assessment: Scoring

Correct Writing Sequences:

I *woud* drink water from the ocean
and I *woud* eat the fruit off of the
trees. Then I *woud bilit* a house
out of trees, and I *woud* gather
firewood to stay warm. I *woud* try
and fix my boat in my spare time.

Correct Writing Sequences = 37

5

Response to Intervention

- CBM-WE: Correct Writing Sequences [4 Minutes].** A point is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are correct in punctuation, capitalization, spelling, and syntactical and semantic usage.)

Correct Writing Sequences (CWS): This measure is a tabulation of correct 'writing sequences' written during the CBM-WE assessment. One Correct Writing Sequence is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are found to be correct in their punctuation, capitalization, spelling, and syntactical and semantic usage.

Grade	Fall CWS (Malecki & Jewell, 2003)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Spring CWS (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	2	0↔4	7	1↔13	0.36
2	15	5↔25	24	11↔37	0.44
3	28	14↔42	31	18↔44	0.35
4	38	25↔51	42	26↔58	0.22
5	46	28↔64	63	40↔86	--
6	41	27↔55	54	37↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. *School Psychology Review, 35*, 435-450.

The screenshot shows the 'Writing Probe Generator' page on the Intervention Central website. The page header includes the site logo, navigation links (Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, RTI Help, Contact), and social media icons. The main content area is titled 'Written Expression Probe Generator' and includes a description of the tool, its purpose, and a list of four steps for using it. Below the text, there are input fields for a title and a story starter, and a list of pre-formatted story starters to choose from.

Response to Intervention Track, Document, Monitor & Manage RTI Data Made Easy! www.RTIinClass.com
Intervention Specialist Family Addition Intervention. Don't wait for bottom: www.2025.2025.com [FamilyPractitioner.com](http://www.FamilyPractitioner.com)
Complete Solution for RTI Benchmark and Targeted Assessments Online or Paper, Districtwide www.BluePrintLearning.com
Common Core Activities Online Tests, Lessons, and More! Reading, Writing, Math Content www.SayItOnline.com [Add Choices >](#)

Written Expression Probe Generator

Curriculum-Based Measurement Written Expression probes are brief, timed (4-minute) assessments that look at a student's mastery of writing mechanics and conventions. The student is given a 'story starter', a brief introductory story stem that serves as a stimulus for the student to create his or her own writing sample.

Written expression probes can be used at any grade level in which students are still working on such writing skills as punctuation, grammar, spelling, and capitalization. They can also be administered to individual students or entire groups. NOTE: You can download instructions for administering and scoring CBM Written Expression probes by clicking [here](#).

Directions: You can use this application to generate your own custom CBM Written Expression Story Starter to use immediately with your student(s). Just follow these steps:

1. **Select a title [optional].** You can give your story starter sheet a custom title (e.g., 'Jim's Writing Sample: October 24, 2011') by typing your title into the textbox 'Select a title for this worksheet' below.
2. **Select or write a story starter.** Enter a story starter of your choosing into the textbox 'Type in the story starter' below. Of course, you can write your own story starter. Or you can click on any of the pre-formatted story starters on the right side of the page and that story starter will automatically load into the text box for you to edit as needed.
3. **Download and view the Writing Probe Sheet.** When you have finished formatting your writing probe, you can download and view it in pdf format by clicking on the 'Download PDF' button.
4. **Email the Writing Probe Sheet [optional].** As a convenience, this application allows you to email your finished Writing Probe Sheet to whomever you choose by clicking on the 'Email PDF' button and following directions to enter your own email address as well as that of the intended recipient.

Select a title for this worksheet [optional]

Type in the 'story starter'
 The zookeeper noticed that the cage was open and...

Click on the 'story starter' you wish to use.
 < previous 1 2 next >

1. In the morning, I opened my door and saw Eric horses standing in the street. Then...
2. When the snow storm began, the lights went out just before...
3. The boy was on his way to see the dinosaur in the museum when...
4. When the woman looked out the window one morning, she saw that a large...

Free Online App: Writing Probe Generator

Create a probe to
assess the
mechanics and
conventions of
student writing.

URL: <http://www.interventioncentral.org/tools/writing-probe-generator>

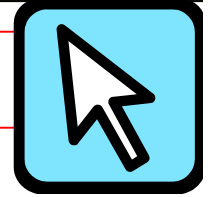
Classroom Data Tool: Grades

- **What It Is:** Represents in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.



Classroom Data Tool: Grades

- What It Can Measure:
 - Homework grades
 - Test grades
 - Quarterly report card grades

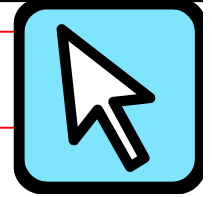


Classroom Data Tool: Grades

- **Grades as Progress-Monitoring Tools: Tutorial:**

Grades can be optimized in 2 ways to monitor interventions:

1. *Revise grading to yield a 'pure' measure of academic performance.* One trick for making grades a data source capable of reliably tracking the impact of an intervention is to partition the global grade into academic and non-academic components. The teacher then has the option to average the two components to calculate a composite grade. The advantage of this approach is that the instructor can use just the academic grade as a 'pure' measure of the student's actual performance.



Classroom Data Tool: Grades

- **Grades as Progress-Monitoring Tools: Tutorial:**

Grades can be optimized in 2 ways to monitor interventions:

2. *Increase frequency of grading opportunities.* The power of grades as a data source increases significantly when opportunities for grading occur more often (Weinstein & Wu, 2009). Collect relevant gradable student work at least weekly to provide grading information sufficient to evaluate ongoing growth in performance. This frequency results in the teacher's ability to have a real-time sense of academic performance across the entire class (allowing reteaching if needed), and to track short-term improvements in course performance for specific students.

6

Classroom Data Tool: Work Products



- **What It Is:** Student work that reflects performance on a series of similar in-class or homework assignments (e.g., successive writing assignments or ongoing math homework).

A work product is selected because it can reflect growth in the intervention target skill(s). The element(s) of the work product being tracked can be objectively measures and converted to numeric data (e.g., percentage of problems completed).

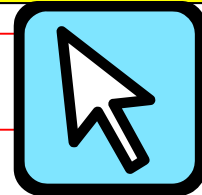


Classroom Data Tool: Work Products

- **Converting Work Products from Artifact to Data: Tutorial:**

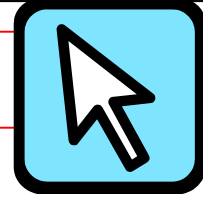
Teachers can find many inventive ways to convert work products into objective data. Here are some ideas to get started:

1. *Work Accuracy: Percentage.* Tracks the accuracy of student work containing a finite number of items, such as math number problems or end-of-chapter questions. Compute by dividing the number of correct answers by the total number of assigned items.



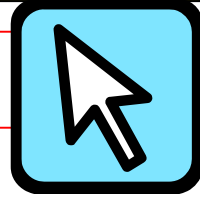
Classroom Data Tool: Work Products

- **Converting Work Products from Artifact to Data: Tutorial:**
 2. *Work Attempted: Percentage.* Measures effort on student work containing a finite number of items. Calculate by dividing the number of items attempted (whether correct or not) by the total number of items.
 3. *Work Time: Time Log.* Indicates the amount of time required to complete the assignment. Compute by (1) having the student or teacher record the student's start and end time in working on the assignment and then (2) calculating the number of elapsed minutes.



Classroom Data Tool: Work Products

- **Converting Work Products from Artifact to Data: Tutorial:**
 4. *Work Quality: Rubric.* Measures overall quality of the work. Calculate using teacher-made rubric or 4-point rubric included in this document.
 5. *Writing: Total Words Written.* Serves as a measure of writing fluency. Count up the total number of words (irrespective of spelling) in the writing sample.



Classroom Data Tool: Work Products

- **Converting Work Products from Artifact to Data: Tutorial:**

6. *Writing: Complete Sentences: Percentage.* Provides an indicator of percentage of correctly formed complete sentences in the writing sample. Calculate by (1) counting up all complete sentences and (2) dividing that figure by the total number of correct and incorrect sentences in the sample.
7. *Other.* Teachers are free to define additional targets to monitor in student work, e.g., number of paragraphs written or percentage of completed math problems in which the student records all intermediate steps to find the answer.

12

Classroom Data Tool: Work Products

- What It Can Measure:
 - Work completion
 - Work accuracy
 - Written evidence of problem-solving steps
 - Quality of student work (e.g., on writing assignments)

Classroom Data Tools: Activity

- Look over the methods for classroom data collection discussed at this workshop.
- Select 1-2 methods that you are **most interested** in exploring or using more frequently to monitor your students.

Classroom Assessment Methods

1. Archival Data	7. Interviews
2. Behavior Report Cards	8. Logs
3. Checklists	9. Observation
4. Cumulative Mastery Records	10. Rubrics
5. Curriculum-Based Measures/Assessment	11. Self-Monitoring
6. Grades	12. Work Products

Structure Your Data Collection. Collect baseline data—and determine a method for setting an ‘ambitious but realistic’ intervention goal.



The Structure of Data Collection

- Teachers can use a wide variety of methods to assess student academic performance or behavior.
- However, data collection should be structured to include these elements: **baseline, the setting of a goal for improvement, and regular progress-monitoring.**
- The structure of data collection can be thought of as a glass into which a wide variety of data can be 'poured'.



Interventions: The Essential Data Elements

1. **Clear problem definition:** 'If you can't name it, you can't measure it.'
2. **Baseline data:** 'If you don't know the student's starting point, you can't know if that student has made progress with the intervention.'
3. **Intervention outcome goal:** 'If you have no exit goal, you cannot judge if the intervention is successful—no matter how much data you collect.'
4. **Progress-monitoring plan:** 'If you don't actually collect the data, you are blind about the intervention outcome.'

Source: Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review, 33*, 363-383.

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet

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

Case Information					
What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.					
Student:	Josh H.	Interventionist(s):	Mr. Smith, Social Studies/Grade 7	Date Intervention Plan Was Written:	23 Oct 2014
Date Intervention is to Start:	27 Oct 2014	Date Intervention is to End:	8 Jan 2015	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.			

Intervention
What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.
Ask-Read-Tell Cognitive Strategy: Link: http://www.jimwrightonline.com/mixed_files/WI_ED_2014/cognitive_strategy_reading_comprehension_ART_interactive_form.pdf

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 what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.
A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.	Mr. Smith will train Josh to use the ART strategy and will direct the student to log its use and to email completed copies of the ART form to the teacher after each assigned reading.

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

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

Customized Math Self-Correction Checklists: Tier 1 Intervention Plan: **Work Products**

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. If a method is to be used, enter student baseline (starting-point) information, calculate an intervention goal, and enter how you plan to monitor the intervention. Tip: Several ideas for classroom data collection are provided in the sidebar.

Type of Data Used to Monitor: **Math indep. work: % items correct**

Baseline

Outcome Goal

Avg of most recent 3 assignments: 74% correct

Final 2 assignments: 90% or higher.

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

Whenever math in-class indep. work or homework is assigned.

Scheduled Attention/Contingent Instructions: Tier 1 Intervention Plan: **Behavior Report Card**

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. If a method is to be used, enter student baseline (starting-point) information, calculate an interval, and you plan to monitor the intervention. Tip: Several ideas for classroom data collection are provided in the sidebar.

Type of Data Used to Monitor:

Behavior Report Card

Baseline

Outcome Goal

Complied w/requests: Y/N

Complied w/requests: Y/N

One Week Avg: 4 of 5 days: N

Final Week Avg: 4 of 5 days: Y

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

Daily: BRC: Ratings of student behavior in large-group settings

15:00

www.interventioncentral.org



Activity: RTI Self-Check

- Look over the *RTI for Academics: Critical Elements Checklist* (pp. 2-5).
- Continue your team's work of developing an action plan to advance RTI in the coming school year at your school/district.

RTI for Academics: Critical Elements

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

Tier 1 Interventions: Evidence-Based & Implemented With Integrity		
Tier 1: Classroom Interventions: The classroom teacher is the 'first responder' for students with academic delays. Classroom efforts to instruct and individually support the student should be documented.		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: High-Quality Core Instruction. The student receives high-quality core instruction in the area of academic concern. 'High quality' is defined as at least 80% of students in the classroom or grade level performing at or above grade-wide academic screening benchmarks through classroom instructional support alone (Christ, 2008).	Inadequate or incorrectly focused core instruction may be an explanation for the student's academic delays.
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Classroom Intervention. The classroom teacher gives additional individualized academic support to the student beyond that provided in core instruction. <ul style="list-style-type: none"> • The teacher documents those strategies on a Tier 1 intervention plan. • Intervention ideas contained in the plan meet the district's criteria as 'evidence-based'. • Student academic baseline and goals are calculated, and progress-monitoring data are collected to measure the impact of the plan. • The classroom intervention is attempted for a period sufficiently long (e.g., 4-8 instructional weeks) to fully assess its effectiveness. 	An absence of individualized classroom support or a poorly focused classroom intervention plan may contribute to the student's academic delays.
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Intervention Integrity. Data are collected to verify that the intervention is carried out with integrity (Genelle & Noel, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about: <ul style="list-style-type: none"> • Frequency and length of intervention sessions. • Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly. 	Without intervention-integrity data, it is impossible to discern whether academic underperformance is due to the student's 'non-response' to intervention or due to an intervention that was poorly or inconsistently carried out.

Tier 1: Decision Point: Teacher Consultation/Team Meeting		
Action Plan: At Tier 1, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Classroom Teacher Problem-Solving Meetings. The school has set up a forum for teachers to discuss students who need Tier 1 (classroom) interventions and to schedule follow-up meetings to evaluate progress. That forum takes one of two forms: <ul style="list-style-type: none"> • Consultant: The school employs a list of consultants in the school who can meet with individual teachers or grade-level teams to discuss specific students and to help the teacher to create and to document an intervention plan. • Grade-Level Team: The school trains grade-level teams to conduct problem-solving meetings. Teachers are expected 	If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it cannot answer whether each teacher is consistently following recommended practices in developing those plans.



Team Activity: What Plan Will You Adopt to Build Teacher Understanding and Support for RTI?

At your table:

- Define (1) the RTI information that teachers in your school should know by the end of the current school year, and (2) the kind of teacher 'buy-in and support' that you would like to see by the end of the year.
- Consider all of the presentation and staff development opportunities that you have to share information with teachers about RTI (e.g., faculty meetings, staff development days, instruction team or department meetings).
- Map out plan throughout the present school year to deliver the appropriate RTI information to teachers to accomplish your goals.

Response to Intervention

RTI Teams: Managing Those 'RTI Emergencies'

Jim Wright

www.interventioncentral.org





Response to Intervention

InterventionCentral

2-Minute 'Count Down' Timer

02:00

www.interventioncentral.org

Managing Those 'RTI Emergencies'...

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)?



Managing Those 'RTI Emergencies'...

02:00

www.interventioncentral.org

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)?



Managing Those 'RTI Emergencies'.

02:00

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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

www.interventioncentral.org

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)?