Establishing Response to Intervention in Middle and High Schools: A Step-by-Step Guide

Jim Wright

www.interventioncentral.org
Workshop Agenda

1. RTI & Secondary Schools: Introduction
2. Creating Effective RTI Problem-Solving Teams
3. Assessment & Progress-Monitoring Across the Tiers
4. Building Classroom Teacher Capacity to Select & Implement Interventions
5. Promoting Student Engagement in the RTI Process
6. Preparing Your School for RTI Systems-Level Change
Secondary Students: Unique Challenges...

Struggling learners in middle and high school may:

• Have significant deficits in basic academic skills
• Lack higher-level problem-solving strategies and concepts
• Present with issues of school motivation
• Show social/emotional concerns that interfere with academics
• Have difficulty with attendance
• Are often in a process of disengaging from learning even as adults in school expect that those students will move toward being ‘self-managing’ learners...
School Dropout as a Process, Not an Event

“It is increasingly accepted that dropout is best conceptualized as a long-term process, not an instantaneous event; however, most interventions are administered at a middle or high school level after problems are severe.”

Student Motivation & The Need for Intervention

“A common response to students who struggle in sixth grade is to wait and hope they grow out of it or adapt, to attribute early struggles to the natural commotion of early adolescence and to temporary difficulties in adapting to new organizational structures of schooling, more challenging curricula and assessment, and less personalized attention. Our evidence clearly indicates that, at least in high-poverty urban schools, sixth graders who are missing 20% or more of the days, exhibiting poor behavior, or failing math or English do not recover. On the contrary, they drop out. This says that early intervention is not only productive but absolutely essential.”

Five Core Components of RTI Service Delivery

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

Response to Intervention

Tier 1: Universal interventions. Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

Tier 2: Individualized interventions. Subset of students receive interventions targeting specific needs.

Tier 3: Intensive interventions. Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.
Tier 1 Core Instruction

Tier I core instruction:

• Is universal—available to all students.
• Can be delivered within classrooms or throughout the school.
• Is an ongoing process of developing strong classroom instructional practices to reach the largest number of struggling learners.

All children have access to Tier 1 instruction/interventions. Teachers have the capability to use those strategies without requiring outside assistance.

Tier 1 instruction encompasses:

• The school’s core curriculum.
• All published or teacher-made materials used to deliver that curriculum.
• Teacher use of ‘whole-group’ teaching & management strategies.

Tier I instruction addresses this question: Are strong classroom instructional strategies sufficient to help the student to achieve academic success?
Tier I (Classroom) Intervention

Tier 1 intervention:

- Targets ‘red flag’ students who are not successful with core instruction alone.
- Uses ‘evidence-based’ strategies to address student academic or behavioral concerns.
- Must be feasible to implement given the resources available in the classroom.

Tier I intervention addresses the question: Does the student make adequate progress when the instructor uses specific academic or behavioral strategies matched to the presenting concern?
# Response to Intervention

## Classroom Intervention Planning Sheet

<table>
<thead>
<tr>
<th>Teacher/Team:</th>
<th>Student:</th>
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**Student Problem Definition #1:**

**Student Problem Definition #2:**

(Optional) Person(s) assisting with intervention planning process:

<table>
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<tr>
<th>Interventions: Essential Elements (Witt et al., 2004)</th>
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<tr>
<td>• Clear problem-definition(s)</td>
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<td>• Baseline data</td>
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<td>• Goal for improvement</td>
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<tr>
<td>• Progress-monitoring plan</td>
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<table>
<thead>
<tr>
<th>Intervention Description</th>
<th>Intervention Delivery</th>
<th>Check-Up Date</th>
<th>Assessment Data</th>
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<tbody>
<tr>
<td>Describe each intervention that you plan to use to address the student’s concern(s).</td>
<td>List key details about delivery of the intervention, such as; (1) where &amp; when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;</td>
<td>Select a date when the data will be reviewed to evaluate the intervention.</td>
<td>Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student’s progress during this intervention.</td>
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</table>

**Type(s) of Data to Be Used:**

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<th>Goal by Check-Up</th>
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RTI Interventions: Standard-Treatment vs. Problem-Solving

There are two different vehicles that schools can use to deliver RTI interventions:

**Standard-Protocol (Standalone Intervention).** Programs based on scientifically valid instructional practices (‘standard protocol’) are created to address frequent student referral concerns. These services are provided outside of the classroom. A middle school, for example, may set up a structured math-tutoring program staffed by adult volunteer tutors to provide assistance to students with limited math skills. Students referred for a Tier II math intervention would be placed in this tutoring program. An advantage of the standard-protocol approach is that it is efficient and consistent: large numbers of students can be put into these group interventions to receive a highly standardized intervention. However, standard group intervention protocols often cannot be individualized easily to accommodate a specific student’s unique needs.

**Problem-solving (Classroom-Based Intervention).** Individualized research-based interventions match the profile of a particular student’s strengths and limitations. The classroom teacher often has a large role in carrying out these interventions. A plus of the problem-solving approach is that the intervention can be customized to the student’s needs. However, developing intervention plans for individual students can be time-consuming.
Response to Intervention

Tier 2: Supplemental (Group-Based) Interventions (Standard Treatment Protocol)

Tier 2 interventions are typically delivered in small-group format. About 15% of students in the typical school will require Tier 2/supplemental intervention support.

Group size for Tier 2 interventions is limited to 4-7 students.

Students placed in Tier 2 interventions should have a shared profile of intervention need.

The reading progress of students in Tier 2 interventions are monitored at least 1-2 times per month.

Tier 3: Intensive Individualized Interventions (Problem-Solving Protocol)

Tier 3 interventions are the most intensive offered in a school setting.

Students qualify for Tier 3 interventions because:

– they are found to have a large skill gap when compared to their class or grade peers; and/or
– They did not respond to interventions provided previously at Tiers 1 & 2.

Tier 3 interventions are provided daily for sessions of 30 minutes. The student-teacher ratio is flexible but should allow the student to receive intensive, individualized instruction.

The reading progress of students in Tier 3 interventions is monitored at least weekly.

Middle & High School: Lack of Consensus on an RTI Model

“Because RTI has thus far been implemented primarily in early elementary grades, it is not clear precisely what RTI might look like at the high school level.”

The Purpose of RTI in Secondary Schools: What Students Should It Serve?

**Early Identification.**
As students begin to show need for academic support, the RTI model proactively supports them with early interventions to close the skill or performance gap with peers.

**Chronically At-Risk.**
Students whose school performance is marginal across school years but who do not qualify for special education services are identified by the RTI Team and provided with ongoing intervention support.

**Special Education.**
Students who fail to respond to scientifically valid general-education interventions implemented with integrity are classified as ‘non-responders’ and found eligible for special education.
RTI Secondary: Top Tasks for Implementing RTI at the Middle & High School Level

Jim Wright
www.interventioncentral.org
## RTI School Readiness Survey: Secondary Level

### RTI/Secondary: Top Tasks for Implementing RTI at the Middle & High School Level

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<th>Task</th>
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<td>Screening procedures in place to locate students at risk. The school has procedures and decision rules to identify students who should be referred to the RTI Problem-Solving Team for academic or behavioral concerns. For example, the school may:</td>
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<td>Screen the student population with academic measures -- e.g., Oral Reading Fluency, CUBM Reading Comprehension Maze Passages, CUBM Math Computation. Measures of Academic Progress (MAP) from <a href="http://www.nwea.org">www.nwea.org</a>.</td>
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<td>Made supplemental academic interventions available for students found at-risk through school-wide screenings. The school has established supplemental (Tier 2) services where appropriate for students struggling with academic skills. Those services may be delivered through small-group instruction or computer-assisted instruction.</td>
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<td>* Tier 2 groups should be capped at 7 students. All students enrolled a given group should have a similar set of academic needs to allow them all to benefit from the same group intervention procedures. Instruction/interventions should be evidence-based.</td>
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<td>* Tier 2 computer-assisted instruction should be evidence-based.</td>
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<td><strong>Put into place a formal process for Tier 3 (RTI Team) referrals.</strong> The school has a defined process in place for referring students to the RTI Team. That referral process includes these elements:</td>
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<td>♦ Student referrals can originate from a number of sources (e.g., classroom teachers, school social workers, school psychologists, guidance counselor, administration, parent, etc.).</td>
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<td>♦ People who can refer students understand the profile of academic or behavioral concerns that warrant referring a student to the RTI Team.</td>
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<td>♦ The school designates a small number of contact people (e.g., school social worker, school psychologist, guidance counselors, school administration) through whom student referrals are channeled.</td>
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<td>Created consistent and fair policies throughout the school for homework assignments and acceptance of late work. Ideas to be considered for a schoolwide homework/late work policy include:</td>
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<td>☐ Setting a reasonable cap on the amount that homework counts toward the course grade (e.g., 10-20 percent).</td>
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<td>☐ Establishing guidelines across classrooms for the acceptance of late work, including penalties and conditions (such as illness) under which those penalties are to be waived.</td>
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<td>☐ Requiring that all teachers hand out periodic (e.g., weekly) outlines detailing all upcoming classwork and homework assignments.</td>
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<tr>
<td>☐ Allowing the RTI Team latitude on a case-by-case basis to modify a student’s homework expectations or allow an extension in the acceptance of late student work if evidence shows that the student has otherwise mastered essential course concepts (e.g., the student is passing quizzes and tests).</td>
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| Adopted an efficient problem-solving model. The problem-solving team is a multi-disciplinary team that meets regularly to discuss student referrals. This ‘RTI Team’:
  * Follows a consistent, structured problem-solving model.
  * Schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan was effective.
  * Develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people.
  * Builds an ‘intervention bank’ of research-based intervention ideas for common student academic and behavioral concerns. | 0 | 1 | 2 | 3 |
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<td>Identified RTI-relevant existing (archival) data to be routinely brought to RTI Team meetings. The RTI Team surveys the data already collected and stored by the school (existing or ‘archival’ data) and decides 1) what specific data should routinely be brought to RTI Team meetings and 2) who is responsible for bringing it. Examples of data that would be useful at initial intervention team meetings include:</td>
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<td>♦ Attendance records</td>
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<td>♦ Current quiz, test, and homework grades</td>
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<tr>
<td>♦ Office disciplinary referral information</td>
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<td><strong>Inventoried intervention resources available in the building or district for use by the RTI Team.</strong> The inventory should include:</td>
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<td>♦ Formal programs or services available to at-risk students,</td>
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<td>♦ Specific personnel with specialized training in academic or behavioral interventions (who can serve as consultants or coaches to teachers)</td>
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<td>♦ Curriculum materials – including computer-assisted instructional or remedial programs—that can be included in student intervention plans when appropriate.</td>
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Once inventoried, intervention resources should be organized into a list by presenting student concerns, with information about how each resource can be accessed by the RTI Team.
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<td><em>Mapped adolescent and family services offered by local human-services agencies.</em> Through the RTI Team or other vehicle, the school has:</td>
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<td>◆ Surveyed the range of relevant agency services or programs offered in the community that target adolescents or families.</td>
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<td>◆ Identified referral procedures and key contacts in local agencies to access their programs or services.</td>
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<td>◆ Developed the capability (with agency and family/student agreement) to invite agency representatives to join the RTI Team in ‘wrap-around’ intervention-planning meetings.</td>
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<td>Developed a process to train students to be self-advocating, self-managing learners.</td>
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<td>The school recognizes that students have important responsibilities in middle and high school interventions. To accomplish this goal, the school:</td>
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<td>♦ Provides training to students in how to analyze their learning needs and advocate for those needs.</td>
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<td>♦ Creates the expectation that students will be invited to RTI Team meetings when appropriate.</td>
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<td>♦ Develops a student ‘intervention contract’ listing those elements of the intervention plan that require student participation—to ensure understanding and motivation for compliance.</td>
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<td><em>The capacity to monitor student progress during interventions.</em> The RTI Team has the capacity using reliable, valid measures to track student progress in response to intervention plans and can make data-based decisions within several weeks whether those plans are effective.</td>
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Response to Intervention

Team Activity: Rate Your Secondary School’s ‘RTI Readiness’

In your elbow groups:

• Review the RTI Readiness Survey for Middle & High School.

• Rate your school on this survey.

• Discuss with your group how ‘RTI ready’ your school is at the present time.

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<td>Work has not yet began toward the goal</td>
<td>Work toward the goal has begun (Beginning Phase)</td>
<td>Progress has been made but the goal has not yet been attained (Intermediate Phase)</td>
<td>This goal has been accomplished (Advanced Phase)</td>
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My middle or high school has:

1. Screening procedures in place to locate students at risk. The school has procedures and decision rules to identify students who should be referred to the RTI Problem Solving Team for academic or behavioral concerns. For example, the school may
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   - Track office disciplinary referrals and refer students with repeated referrals who have not responded positively to lesser forms of intervention such as the school's Behavior Intervention Plans.
   - Monitor student attendance and tardiness rates.
   - Maintain a ‘watch list’ of at-risk students from year to year, including students transferring into the school from lower grades.

2. Screen the student population with academic measures such as CBM Reading Fluency, CBM Reading Comprehension Maze Passages, CBM Math Computation, Measures of Academic Progress (MAP) from www.nwea.org

3. Reached a shared understanding among faculty about how to provide Tier 1 interventions in a consistent manner across classrooms. Standardizing Tier 1 interventions across the school requires:
   - Consensus regarding the minimum effort that is reasonable for teachers to expend in Tier 1 (classroom) interventions.
   - Creation of a menu of feasible classroom strategies to address common student concerns such as lack of organization skills or limited reading comprehension.
   - Provision of staff development, coaching, and other support to teachers initially to encourage their adoption of an expanded range of Tier 1 interventions.
Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Literacy Interventions

Jim Wright
www.interventioncentral.org
‘Teacher Tolerance’ as an Indicator of RTI Intervention Capacity

“I call the range of students whom [teachers] come to view as adequately responsive – i.e., teachable – as the tolerance; those who are perceived to be outside the tolerance are those for whom teachers seek additional resources. The term “tolerance” is used to indicate that teachers form a permissible boundary on their measurement (judgments) in the same sense as a confidence interval. In this case, the teacher actively measures the distribution of responsiveness in her class by processing information from a series of teaching trials and perceives some range of students as within the tolerance.” (Gerber, 2002)

RTI & ‘Teacher Reluctance’

The willingness of teachers to implement interventions is essential in any school to the success of the RTI model. Yet general-education teachers may not always see themselves as ‘interventionists’ and indeed may even resist the expectation that they will provide individualized interventions as a routine part of their classroom practice (Walker, 2004).

It should be remembered, however, that teachers’ reluctance to accept elements of RTI may be based on very good reasons. Here are some common reasons that teachers might be reluctant to accept their role as RTI intervention ‘first responders’...
Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Literacy Interventions

1. Teachers believe that their ‘job’ is to provide content-area instruction, not to teach vocabulary and reading-comprehension strategies (Kamil et al., 2008).

2. Teachers believe that they lack the skills to implement classroom vocabulary-building and reading-comprehension strategies. (Fisher, 2007; Kamil et al., 2008).

3. Teachers feel that they don’t have adequate time to implement vocabulary-building and reading-comprehension strategies in the classroom. (Kamil et al., 2008; Walker, 2004).
Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI

Literacy Interventions (Cont.)

4. Teachers are not convinced that there will be an adequate instructional ‘pay-off’ in their content-area if they implement literacy-building strategies in the classroom (Kamil et al., 2008).

5. Teachers are reluctant to put extra effort into implementing interventions for students who appear unmotivated (Walker, 2004) when there are other, ‘more deserving’ students who would benefit from teacher attention.

6. Teachers are afraid that, if they use a range of classroom strategies to promote literacy (e.g., extended discussion, etc.), they will have difficulty managing classroom behaviors (Kamil et al., 2008).
Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI

Literacy Interventions (Cont.)

7. Teachers believe that ‘special education is magic’ (Martens, 1993). This belief implies that general education interventions will be insufficient to meet the student’s needs and that the student will benefit only if he or she receives special education services.
Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom RTI Literacy Interventions

**Directions:** Read through each of the possible reasons listed below for why a teacher may be 'reluctant' to use classroom RTI literacy interventions and select the top 3 reasons that MOST apply to your school. Number those selected items in descending order of importance. For each of the explanations that you select, generate ideas page 2) to overcome teacher reluctance.

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<tr>
<th>Concern 1</th>
<th>Concern 2</th>
<th>Concern 3</th>
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<td>Other:</td>
<td>Other:</td>
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**Brainstorm Ideas to Overcome Teacher ‘Reluctance’…**

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**References**


Building Teacher Capacity to Deliver Tier 1 Interventions: An 8-Step Checklist (pp. 10-16)

Jim Wright

www.interventioncentral.org
**RTI ‘Pyramid of Interventions’**

**Tier 1: Universal interventions.** Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

**Tier 2: Individualized interventions.** Subset of students receive interventions targeting specific needs.

**Tier 3: Intensive interventions.** Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

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The Key Role of Classroom Teachers in RTI: 6 Steps

1. The teacher defines the student academic or behavioral problem clearly.

2. The teacher decides on the best explanation for why the problem is occurring.

3. The teacher selects ‘evidence-based’ interventions.

4. The teacher documents the student’s Tier 1 intervention plan.

5. The teacher monitors the student’s response (progress) to the intervention plan.

6. The teacher knows what the next steps are when a student fails to make adequate progress with Tier 1 interventions alone.
Tier 1 (Classroom) Interventions: Building Your School’s Capacity

Directions: Schools must plan carefully to build their capacity to carry out evidence-based Tier 1 interventions in the classroom. Below is an 8-point checklist that schools can follow to expand their capacity to provide appropriate teacher-led classroom interventions available to all students who might need them.

☐ Train Teachers to Write Specific, Measureable, Observable ‘Problem Identification Statements.
☐ Inventory Tier 1 Interventions Already in Use.
☐ Create a Standard Menu of Evidence-Based Tier 1 Intervention Ideas for Teachers.
☐ Establish Tier 1 Coaching and Support Resources.
☐ Provide Classroom (Tier 1) Problem-Solving Support to Teachers.
☐ Set Up a System to Locate Additional Evidence-Based Tier 1 Intervention Ideas.
☐ Create Formal Guidelines for Teachers to Document Tier 1 Strategies.
☐ Develop Decision Rules for Referring Students from Tier 1 to Higher Levels of Intervention.
☐ Train Teachers to Write Specific, Measureable, Observable ‘Problem Identification Statements’. Teachers are able to describe common student academic and behavioral problems accurately in specific, observable, measurable terms.

If training in this skill is required, how will teachers receive this training? ___________________________

____________________________________________________________________________________

____________________________________________________________________________________

If training is required, who will provide the training? ________________________________

Tip: Review past student cases referred to your school’s RTI Team (Problem-Solving Team). For each case, list the primary reason(s) that the student was referred. Review this cumulative list of referral concerns to determine (a) the kinds of student referral concerns that teachers are most likely to encounter and (b) whether referring teachers are able to articulate clearly and specifically their concerns about students.
☐ Inventory Tier 1 Interventions Already in Use. The school surveys teachers’ current classroom intervention practices to discover those effective strategies that they are already using. This information can assist the school in understanding the staff’s present capacity to deliver classroom interventions, as well as gaps in intervention knowledge and use.

1. Generate a list of 4-6 TOP teacher RTI referral concerns for your school (e.g., ‘lack of study/organizational skills’, ‘limited content-area vocabulary’).
2. Create a survey form for teachers that lists each top RTI referral concern and asks that teachers write down those whole-group or individual student strategies that they routinely use in the classroom to address that concern. Teachers are encouraged to write enough detail so that the strategy is clear to others. (Note: As a sample survey, review the form Teacher Survey: What Classroom (Tier 1) Instruction/Intervention Strategies Do You Currently Use? later in this packet.)
3. Review the surveys. Compile a list of the best teacher strategies—organized by referral concern. Include only those classroom intervention ideas that are supported by research.
4. Analyze the results on the classroom intervention survey to determine current teacher intervention practices; variability of intervention use among classrooms, grade levels, teams, or departments; intervention areas in which teachers require additional training, etc.

Tips:
• Your school can identify potential ‘intervention coaches’ among your staff by reviewing teacher responses to the intervention surveys. Contact those teachers who list innovative and effective intervention ideas and ask whether they might be willing to serve as informal ‘intervention coaches’, being available to demonstrate those strategies to other teachers and coach those teachers in their use.
• Once your school has created a list of the ‘best’ classroom intervention ideas organized by referral concern, give a copy of that list to teachers. Point out that staff already routinely provides Tier 1 interventions to students—and that over time the RTI model will simply build on this existing capacity.
• Scan the teacher Tier 1 intervention survey results. Select the strongest entries to add to the schoolwide Tier 1 intervention menu (see next section).
Teacher Survey: What Classroom (Tier 1) Instruction/Intervention Strategies Do You Currently Use?

Name: ______________________________________ Date: __________________

Directions. For the academic or behavioral concern below, write down those whole-group or individual student strategies that you routinely use in the classroom to address that concern. Please write enough detail so that your strategy is clear to those reviewing this survey.

If we share any of your intervention ideas with staff, may we cite you as the source? ___Y___N

Academic or Behavioral Concern: ______________________________________________

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Create a Standard Menu of Evidence-Based Tier 1 Intervention Ideas for Teachers. When given a menu of evidence-based classroom interventions, teachers can independently access and use them to address common student academic and behavioral concerns.

1. Generate a list of the academic and behavioral concerns for which your teachers appear most in need of classroom intervention strategies (e.g., ‘reading fluency’, ‘inattention in class’).  
   (Note: To record these areas of student concern, you can use the form Grade- or Building-Wide Student Academic / Behavioral Concerns for Which Tier 1 Intervention Menus Will Be Developed that appears later in this packet.)

2. For each common student concern, locate evidence-based intervention ideas from research journals and other print publications, websites, etc.

3. Write each intervention idea in a teacher-friendly format, including sufficient detail for the instructor to implement the strategy in the classroom. Organize all of the collected ideas into a Tier 1 intervention menu. Group each intervention under the appropriate category of teacher concern (e.g., ‘reading fluency’, ‘inattention in class’). Share these intervention menus with teachers.

Tip: The What Works Clearinghouse has an expanding series of ‘practice guides’ with empirically supported classroom ideas for instruction and behavior management. These guides are one good source for Tier 1 intervention ideas. You can review these practice guides at: http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Establish Tier 1 Coaching and Support Resources. Teachers are encouraged to access colleagues as needed who can demonstrate how to use effective Tier 1 interventions—and can also provide coaching and feedback in those intervention skills.

1. Identify personnel in your school (and perhaps district-wide) who can be available to meet with teachers as intervention coaches.
2. Train these personnel to be effective Tier 1 coaches by ensuring that they follow a structured sequence in their coaching: a. meet with the teacher to select one or more ideas from the school’s Tier 1 intervention menu, b. show the teacher how to use each selected strategy, c. go into the teacher’s class if needed to demonstrate the strategy, d. observe the teacher use the strategy and give performance feedback.
3. Compile a list of people in the school who can serve as intervention coaches. Share that list with teachers. Include information about how teachers can contact coaches and how to schedule coaching sessions.

Tip: Find creative ways to make Tier 1 intervention coaching time-efficient. If your school has grade-level / teaching team / department meetings, for example, consider bringing coaches to those meetings occasionally to show all teachers how to use interventions for shared concerns.
Provide Classroom (Tier 1) Problem-Solving Support to Teachers. Teachers can reach out to colleagues for additional Tier 1 classroom intervention ideas that they can try before referring a student to higher levels of intervention.

OPTION A: Time is regularly reserved at grade-level / teaching team / department meetings for teachers to bring students up for discussion. The team and teacher generate a list of evidence based interventions that the teacher can implement.

How frequently will this team meet to discuss students struggling at Tier 1? _______________________

How will those intervention ideas be documented? _______________________________________

OPTION B: The school generates a list of building-level (and perhaps district-level) personnel who can serve as Tier 1 intervention consultants, meeting individually with teachers to brainstorm classroom intervention ideas.

How will this consultant list be developed and shared with teachers? _______________________

__________________________________________________________________________________

How will those intervention ideas be documented? _______________________________________

__________________________________________________________________________________

Who are candidates to serve as Tier 1 consultants? (Use attached Tier 1 (Classroom) Intervention Consultant List).

Tips:
- Invite personnel with specialized training (e.g., reading teachers) to attend grade-level / teaching team / department Tier 1 intervention planning meetings when appropriate to generate additional intervention ideas.
- When selecting candidates for a consultant list, prepare a simple anonymous teacher survey. On that survey, list the most common academic and behavioral concerns that lead to RTI student referrals in your school. Next to each concern, ask teachers to write in the names of building (and perhaps district) personnel whom they would seek out for intervention ideas. Recruit those people for your consultant list whose names appear most frequently on completed teacher surveys.
Tier 1: Grade-Level Team or Consultant

Who consults on the student case?:

• Choice A: The teacher brings the student to a grade-level meeting to develop an intervention plan, check up on the plan in 4-8 weeks.

• Choice B: The teacher sits down with a consultant (selected from a roster or assigned to the classroom or grade level). Together, consultant and teacher develop an intervention, check up on the plan in 4-8 weeks.
Tier 1: Grade-Level Team or Consultant

What is the next step if the student is a non-responder?:

- Choice A: The student case is referred to a single ‘clearinghouse’ person in the school (e.g., reading teacher, school psychologist, assistant principal) who can review the case and match the student to any appropriate Tier 2 services if available. If the student case is unique, it may be referred directly to the Tier 3 Problem-Solving Team.

- Choice B [Preferred]: The student case is referred to the school or grade-level Tier 2 Data Team. The Team places the student into appropriate Tier 2 services if available—or may decide to refer directly to the Tier 3 Problem-Solving Team.
Set Up a System to Locate Additional Evidence-Based Tier 1 Intervention Ideas. As research identifies additional effective classroom strategies, the school is able routinely to learn of those strategies and add them to its Tier 1 intervention menu.

1. Appoint staff members to serve as ‘knowledge brokers’ who monitor different intervention topic areas (e.g., inattention in class, study skills, reading fluency, etc.).
2. These knowledge brokers read research journals, attend workshops and otherwise stay current on emerging research into school intervention in their topic area(s).
3. Knowledge brokers periodically make recommendations to the school on innovative intervention ideas that should be added to the Tier 1 intervention menu.

Tip: Consider appointing at least two school staff members to serve as knowledge brokers for each intervention topic area. Sharing responsibilities for staying current on intervention research allows knowledge brokers to collaborate and pool their knowledge—thus making the task more manageable.
Create Formal Guidelines for Teachers to Document Tier 1 Strategies. Teachers have a single format for documenting their Tier 1 strategies for students who may be referred for higher levels of intervention.

Create one form that all teachers use to document their classroom interventions in a uniform manner. (See attached Tier 1 Intervention Planner form as a sample documentation format.)

Tip: Be sure that teachers use the standard classroom intervention documentation form at the point when they seek out additional Tier 1 intervention ideas from their fellow teachers or school consultants. Intervention documentation is much easier to do at the point that an intervention is first planned than after that intervention has already been implemented.
### Classroom Intervention Planning Sheet

**Teacher/Team:** ___________________________  **Date:** ____________  **Student:** ___________________________

**Student Problem Definition #1:** ________________________________________________________________

**Student Problem Definition #2:** ________________________________________________________________

[Optional] Person(s) assisting with intervention planning process: __________________________________________

<table>
<thead>
<tr>
<th>Intervention Description</th>
<th>Intervention Delivery</th>
<th>Check-Up Date</th>
<th>Assessment Data</th>
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<tbody>
<tr>
<td>Describe each intervention that you plan to use to address the student’s concern(s).</td>
<td>List key details about delivery of the intervention, such as; (1) where &amp; when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;</td>
<td>Select a date when the data will be reviewed to evaluate the intervention.</td>
<td>Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student’s progress during this intervention.</td>
</tr>
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</table>

**Type(s) of Data to Be Used:**

<table>
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<tr>
<th>Baseline</th>
<th>Goal by Check-Up</th>
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**Type(s) of Data to Be Used:**

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Develop Decision Rules for Referring Students from Tier 1 to Higher Levels of Intervention. Teachers know when they have attempted a sufficient number of classroom strategies for a still-struggling student and should refer the student for more intervention support.

Establish general decision rules to guide teachers in determining whether they have put sufficient effort into classroom interventions before seeking additional intervention support. These rules should include:

- The minimum number of evidence-based classroom interventions that the teacher should implement and document.
- The minimum period of time that classroom interventions should typically be implemented before teachers should consider a higher level of RTI intervention.
- The expected documentation that teachers should complete describing their Tier 1/classroom intervention efforts.

Tip: Include teachers in the development of decision rules for Tier 1 interventions. When presenting those decision rules to school faculty, be sure to emphasize that the decision rules are simply a formal structured version of good instruction and behavior management.
Team Activity: Building Tier 1 Capacity

At your tables:

- Consider the eight steps to building Tier 1 teacher capacity to deliver effective classroom interventions.

- Discuss the strengths and challenges that your school or district presents in promoting classroom teachers’ appropriate and effective use of Tier 1 interventions.

- Be prepared to share your discussion with the larger group!
Tier 1 (Classroom) Interventions: Building Your School’s Capacity

**Directions**: Schools must plan carefully to build their capacity to carry out evidence-based Tier 1 interventions in the classroom. Below is an 8-point checklist that schools can follow to expand their capacity to provide appropriate teacher led classroom interventions available to all students who might need them.

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RTI Intervention Teams in Middle & High Schools: Challenges and Opportunities

Jim Wright

www.interventioncentral.org
Response to Intervention

RTI 'Pyramid of Interventions'

Tier 1: Universal interventions
Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

Tier 2: Individualized interventions
Subset of students receive interventions targeting specific needs.

Tier 3: Intensive interventions
Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

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Tier 3: Intensive Individualized Interventions

Tier 3 interventions are the most intensive offered in a school setting.

Students qualify for Tier 3 interventions because:

- they are found to have a large skill gap when compared to their class or grade peers; and/or
- They did not respond to interventions provided previously at Tiers 1 & 2.

Tier 3 interventions are provided daily for sessions of 30 minutes. The student-teacher ratio is flexible but should allow the student to receive intensive, individualized instruction.

The reading progress of students in Tier 3 interventions is monitored at least weekly.

Secondary Level: Classroom Performance Rating Form

Student: ________________________  Teacher: ________________________  Date: __________
Course/Subject: ________________________  Number of Absences This Year: __________
Period(s) or Day(s) of Missed Work/Time(s) When Course Missed: ________________________

**Global Skills Rating:** Rate the student's standing relative to other students in his or her class on the skills listed below. (If you are unsure of the student's abilities on a particular skill, leave it blank.)

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<td>Reading Skills</td>
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<td>Mathematics Skills</td>
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Significantly/Severely Below Grade Level  Somewhat Below Grade Level  At Grade Level  Above Grade Level

**Test/Quiz Grades:** Chart the most recent test and/or quiz grades for this student.

<table>
<thead>
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<th>Test</th>
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Grade: ________  Grade: ________  Grade: ________  Grade: ________  Grade: ________  Grade: ________

**Concerns:** List up to 3 primary concerns that you have with this student in your classroom:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

**Strategies:** List specific strategies that you have tried in the classroom to support this student in area(s) of concern.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
Tier 3 Interventions Are Developed With Assistance from the School’s RTI (Problem-Solving) Team

Effective RTI Teams:

• Are multi-disciplinary and include classroom teachers among their members
• Follow a structured ‘problem-solving’ model
• Use data to analyze the academic problem and match the student to effective, evidence-based interventions
• Develop a detailed research-based intervention plan to help staff with implementation
• Check up on the teacher’s success in carrying out the intervention (‘intervention integrity’)
How Is a Secondary 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 a state test), measured in weeks or months.
Team Roles

- Coordinator
- Facilitator
- Recorder
- Time Keeper
- Case Manager
RTI Team Consultative Process

Step 1: Assess Teacher Concerns 5 Mins

Step 2: Inventory Student Strengths/Talents 5 Mins

Step 3: Review Background/Baseline Data 5 Mins

Step 4: Select Target Teacher Concerns 5-10 Mins

Step 5: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring 5 Mins

Step 6: Design an Intervention Plan 15-20 Mins

Step 7: Plan How to Share Meeting Information with the Student’s Parent(s) 5 Mins

Step 8: Review Intervention & Monitoring Plans 5 Mins
Response to Intervention

RTI Team Effectiveness Self-Rating Scale

1-Strongly Disagree  2-Disagree  3-Agree  4-Strongly Agree

How Effective is Our Current RTI Team In...?

Coordinating Meetings (“How well do we coordinate & schedule?”)
- Reviewing teacher referrals & checking in with teacher as needed........................................1 2 3 4
- Scheduling meetings........................................1 2 3 4
- Notifying referring teachers and RTI Team members about upcoming meetings.........................1 2 3 4
- Finding substitutes (if necessary) for team members, referring teachers...................................1 2 3 4
- Taking good meeting notes....................................1 2 3 4

Meeting Issues (“How well do we stick to a problem-solving framework and make referring teachers feel welcome & supported?”)
- Having team members follow a ‘problem-solving’ format and avoid digressions...........................1 2 3 4
- Creating an atmosphere in which the referring teacher(s) feel welcome & supported.......................1 2 3 4

Interventions (“How well do we select, document, and monitor interventions?”)
- Identifying school-wide resources available for use in team interventions................................1 2 3 4
- Selecting interventions that are research-based...1 2 3 4
- Recording interventions thoroughly in clearly outlined steps......................................................1 2 3 4
- Documenting intervention ‘follow-through’ by teachers.............................................................1 2 3 4

Communication and the RTI Team (“How well do we communicate our purpose and role to our audiences?”)
- Publicizing the purpose and role of the RTI Team to faculty and other staff.................................1 2 3 4
- Publicizing the purpose and role of the RTI Team to parents..........................................................1 2 3 4
- Sharing information about meeting results, interventions with parents..........................................1 2 3 4

RTI Team ‘Process’ Issues (“How well do we share our feelings and attitudes about the RTI Team?”)
- Encouraging team members to share opinions about the RTI Team’s direction, overall success........1 2 3 4
- Encouraging team members to identify positive, negative events occurring at meetings.................1 2 3 4
- Reserving sufficient time for team ‘debriefings’ to communicate about ‘process’ issues.........................1 2 3 4

Additional Topics...
- Recruiting future RTI Team members..........................1 2 3 4
- Finding ways to save time in the RTI process.................1 2 3 4
- Coordinating RTI Team and Special Education referrals..............................................................1 2 3 4
- Observing appropriate confidentiality with team, teacher, and student information....................1 2 3 4
- Other:..........................................................................................................................1 2 3 4
- Other:..........................................................................................................................1 2 3 4
Small-Group Activity: Complete the RTI Team Effectiveness Self-Rating Scale

- As a group, use the RTI Team Self-Rating Scale (pp. 39-40) to evaluate your current student problem-solving team’s level of functioning. If your school does not have a formal problem-solving team in place, rate your school’s current informal problem-solving efforts.
- Appoint a spokesperson to share your findings with the large group.

Effective RTI Teams:
- Are multi-disciplinary and include teachers among their members
- Follow a structured ‘problem-solving’ model
- Use data to analyze the academic problem and match the student to effective, evidence-based interventions
- Develop a detailed research-based intervention plan to help staff with implementation
- Check up on the teacher’s success in carrying out the intervention (‘intervention integrity’)
RTI Teams: Improving Problem-Solving Through Effective Case Management

Jim Wright
www.interventioncentral.org
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 (10-20 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 determine those concern(s) in clear, specific, observable terms. The teacher is also prompted to prioritize his or her top 1-3 student concerns. NOTE: Use the guidelines that appear on the next page for writing academic or behavioral problem identification statements and for dividing global skills into component sub-skills.

   Student Concern 1: _____________________________________________________________

   Student Concern 2: _____________________________________________________________

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

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Types of Data to Be Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archival data</td>
<td>Select relevant information already in the cumulative folder or student database.</td>
</tr>
<tr>
<td>Student work products</td>
<td>Collect examples of homework, tests, in-class assignments, work projects (with examples from typically performing students collected as well for purposes of comparison)</td>
</tr>
<tr>
<td>Student interview</td>
<td>Meet with the student to get his or her perspective on the academic and/or behavioral problems</td>
</tr>
<tr>
<td>Specialized assessment</td>
<td>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.)</td>
</tr>
</tbody>
</table>

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

- **Academic Problems**: Format: Writing Problem Definition Statement

<table>
<thead>
<tr>
<th>Environmental Conditions or Task Demands</th>
<th>Problem Description</th>
<th>Typical/Expected Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: For science homework...</td>
<td>... Tye turns in assignments an average of 50% of the time...</td>
<td>... while the classroom median rate of homework turned in is 90%.</td>
</tr>
</tbody>
</table>

- **Behavioral Problems**: Format: Writing Problem Definition Statement

<table>
<thead>
<tr>
<th>Conditions: The condition(s) under which the problem is likely to occur</th>
<th>Problem Description: A specific description of the problem behavior</th>
<th>Contextual Information: Information about the frequency, intensity, duration, or other dimension(s) of the behavior</th>
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<tr>
<td>Example: When given a verbal teacher request...</td>
<td>... Tye fails to comply with that request 3 minutes...</td>
<td>... an average of 50% of the time.</td>
</tr>
</tbody>
</table>

Discrete Categorization: Divide Global Skill into Essential Sub-Skills

**Global Skill:**

- **Example:** Global Skill: The student will improve classroom organization skills.

  | Sub-Skill 1: | __________________________________________ |
  | Sub-Skill 2: | __________________________________________ |
  | Sub-Skill 3: | __________________________________________ |
  | Sub-Skill 4: | __________________________________________ |
  | Sub-Skill 5: | __________________________________________ |

  **Example:** Sub-Skills for 'Classroom Organization Skills':

  - **Sub-Skill 1:** Arrive to class on time
  - **Sub-Skill 2:** Bring work materials to class
  - **Sub-Skill 3:** Follow teacher directions in a timely manner
  - **Sub-Skill 4:** Know how to seek teacher assistance when needed
  - **Sub-Skill 5:** Maintain an uncluttered desk with only essential work materials
Case Manager: Role

• Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student.

• Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.
Case Manager: Pre-Meeting

- 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.
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).
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</tr>
<tr>
<td>projects (with examples from typically</td>
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<td>performing students collected as well for</td>
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</tr>
<tr>
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</tr>
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<td>□ Sub-Skill 4: Know how to seek teacher assistance when needed</td>
</tr>
<tr>
<td>Sub-Skill 5:</td>
<td>□ Sub-Skill 5: Maintain an undisturbed desk with only essential work materials</td>
</tr>
</tbody>
</table>
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 the RTI Team ‘Pre-Meeting’

At your table:

- Discuss the idea of a ‘pre-meeting’ in which the case manager and teacher meet to clarify the teacher’s referral concern(s) and to decide what data to bring to the actual RTI Team meeting.

- How can your school make this case-manager pre-meeting a reality?

- Brainstorm ideas for finding the time for such ‘pre-meetings’.
RTI Problem-Solving Teams: Promoting Student Involvement

Jim Wright

www.interventioncentral.org
## Intervention Responsibilities: Examples at Teacher, School-Wide, and Student Levels

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
<th>School-Wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Signed agenda</td>
<td>• Take agenda to teacher to be reviewed and signed</td>
<td>• Lab services (math, reading, etc.)</td>
</tr>
<tr>
<td>• ‘Attention’ prompts</td>
<td>• Seeking help from teachers during free periods</td>
<td>• Remedial course</td>
</tr>
<tr>
<td>• Individual review with students during free periods</td>
<td></td>
<td>• Homework club</td>
</tr>
</tbody>
</table>
Engaging the Student as an Active RTI Partner in the Intervention Planning Process

Schools should strongly consider having middle and high school students attend and take part in their own RTI Problem-Solving Team meetings for two reasons. First, as students mature, their teachers expect that they will take responsibility for advocating for their own learning needs. Second, students are more likely to fully commit to RTI intervention plans if they attend the RTI Team meeting and have a voice in the creation of those plans.

Before the RTI Team Meeting, the student should be adequately prepared to attend the RTI Team meeting by first engaging in a ‘pre-meeting’ with a school staff member whom the student knows and trusts (e.g., school counselor, teacher, administrator). By connecting the student with a trusted mentor or figure who can help the student navigate the RTI process, the school improves the odds that the disengaged or unmotivated student will feel an increased sense of connection and commitment to their own school performance (Bridgeland, Dilllo, & Morson, 2006).

A student RTI ‘pre-meeting’ can be quite brief, lasting perhaps 15-20 minutes. Here is a simple agenda for the meeting:

- **Share information about the student problem(s).** Share with the student information about the problems with academic performance or behavior that led to an RTI Team referral. For example, the student may be shown RTI referral forms from teachers documenting their concerns or review recent grade reports.
- **Describe the purpose and steps of the RTI Problem-Solving Team meeting.** Be sure that the student understands that the goal of the upcoming RTI Team meeting is to develop an intervention plan designed to help the student be successful.
- **Stress the student’s importance in the intervention plan.** Emphasize the key role that the student can and should play in designing the intervention plan. Here the school is only acknowledging the obvious: a middle or high school student holds most of the power in deciding whether or not to commit to an intervention.
- **Have the student describe his or her learning needs.** Consider using the attached structured interview Pre-RTI Team Meeting Student Interview: Sample Questions to collect information about the student’s learning needs.
- **Invite the student to attend the RTI Team meeting.** Reassure the student that he or she will not be singled out or ‘attacked’ at the problem-solving meeting. Assure the student that the meeting’s purpose is simply to develop a plan to help the student do better in school.

During the RTI Team Meeting, if the student agrees to attend the RTI Team meeting, he or she participates fully in the meeting. Teachers and other staff attending the meeting make an effort to keep the atmosphere positive and focused on finding solutions to the student’s presenting concern(s). As each intervention idea is discussed, the team checks in with the student to determine that the student (a) fully understands how to assess or participate in the intervention element being proposed and (b) is willing to take part in that intervention element. If the student appears hesitant or resistant, the student should work with the student either to win the student over to the proposed intervention idea or to find an alternative intervention that will accomplish the same goal.
RTI: Promoting Student Involvement

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- A student RTI ‘pre-meeting’ can be quite brief, lasting perhaps 15-20 minutes. Here is a simple agenda for the meeting:
  - Share information about the student problem(s).
  - Describe the purpose and steps of the RTI Problem-Solving Team meeting.
  - Stress the student’s importance in the intervention plan.
  - Have the student describe his or her learning needs.
  - Invite the student to attend the RTI Team meeting.
### Pre-RTI Team Meeting Student Interview: Sample Questions

**Directions.** Set aside time before the RTI Problem-Solving Team meeting to meet individually with the referred student. Ask the following questions to better determine the student's learning needs. Record student responses and bring the completed questionnaire to the RTI Team meeting.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which of your courses are the most challenging? Why?</td>
<td></td>
</tr>
<tr>
<td>2. Describe how you study for quizzes and tests in your most challenging course(s)?</td>
<td></td>
</tr>
<tr>
<td>3. What strategies do you use to get help in your most challenging course(s)?</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Homework:</strong></td>
<td></td>
</tr>
<tr>
<td>a. Describe the physical setting in which you usually do your homework.</td>
<td></td>
</tr>
<tr>
<td>b. How long do you typically work on homework each night?</td>
<td></td>
</tr>
<tr>
<td>c. Do you have access to cell phones, TV, video games, or other entertainment while you do homework? If so, how frequently are you using them during homework time?</td>
<td></td>
</tr>
<tr>
<td>d. How do you decide which homework assignment to do first?</td>
<td></td>
</tr>
<tr>
<td>e. Do you spend time each night reviewing course notes or sections from your course textbooks? If so, about how much time do you usually spend doing this?</td>
<td></td>
</tr>
<tr>
<td>f. What kinds of homework assignments do you like least or find most challenging?</td>
<td></td>
</tr>
</tbody>
</table>

5. **What would you want your teachers to know about your strengths and challenges as a student?**

   **Strengths:**
   - 
   - 
   - 

   **Challenges:**
   - 
   - 
   - 

6. **What are steps that you can take on your own to be more successful in school?**

7. **What would you like to see as outcomes after the RTI Team meets to discuss your learning needs?**

---

[www.interventioncentral.org](http://www.interventioncentral.org)
RTI: Promoting Student Involvement

• During the RTI Team Meeting. If the student agrees to attend the RTI Team meeting, he or she participates fully in the meeting. Teachers and other staff attending the meeting make an effort to keep the atmosphere positive and focused on finding solutions to the student’s presenting concern(s). As each intervention idea is discussed, the team checks in with the student to determine that the student (a) fully understands how to access or participate in the intervention element being proposed and (b) is willing to take part in that intervention element. If the student appears hesitant or resistant, the team should work with the student either to win the student over to the proposed intervention idea or to find an alternative intervention that will accomplish the same goal.

• At the end of the RTI Team meeting, each of the intervention ideas that is dependent on student participation for success is copied into the School Success Intervention Plan.
# School Success Intervention Plan

- **Student**: [Name]
- **Date**: __________

<table>
<thead>
<tr>
<th>The student agrees to carry out the strategies listed below to promote school success:</th>
<th>[Optional] If adults in school or at home will assist the student with a strategy, the ADULT responsibilities are listed below:</th>
<th>[Optional] Name of adult(s) assisting student with strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td></td>
</tr>
</tbody>
</table>

| 2. | 2. |  |

| 3. | 3. |  |

| 4. | 4. |  |

---

**Signatures**

- Signature of Student
- Signature of Adult School Contact
- Signature of Parent

[www.interventioncentral.org](http://www.interventioncentral.org)
RTI: Promoting Student Involvement

- **After the RTI Team Meeting.** If the school discovers that the student is not carrying out his or her responsibilities as spelled out by the intervention plan, it is recommended that the staff member assigned as the RTI contact meet with the student and parent. At that meeting, the adult contact checks with the student to make sure that:
  - the intervention plan continues to be relevant and appropriate for addressing the student’s academic or behavioral needs
  - the student understands and call access all intervention elements outlined on the *School Success Intervention Plan.*
  - adults participating in the intervention plan (e.g., classroom teachers) are carrying out their parts of the plan.
Starting RTI in Your Secondary School: Enlisting students in intervention plans

As a team:

• Talk about strategies to prepare students to be self-advocates in taking responsibility for their own learning.

• Discuss ways to motivate students to feel comfortable in accessing (and responsible FOR accessing) intervention resources in the school.
Screening & Monitoring
Student Progress at the Secondary Level

Jim Wright
www.interventioncentral.org
RTI Literacy: Assessment & Progress-Monitoring

To measure student ‘response to instruction/intervention’ effectively, the RTI model measures students’ academic performance and progress on schedules matched to each student’s risk profile and intervention Tier membership.

- **Benchmarking/Universal Screening.** All children in a grade level are assessed at least 3 times per year on a common collection of academic assessments.

- **Strategic Monitoring.** Students placed in Tier 2 (supplemental) reading groups are assessed 1-2 times per month to gauge their progress with this intervention.

- **Intensive Monitoring.** Students who participate in an intensive, individualized Tier 3 intervention are assessed at least once per week.

Response to Intervention

Middle and High School: Debate About the Utility of Basic Academic Screening Tools

“At middle and high school..., academic deficits are well established. . . at middle and high school, it no longer makes sense to allocate scarce resources to screening for the purpose of identifying students at risk for academic failure. It makes more sense to rely on teacher nomination or existing assessment data to identify students with manifest academic difficulties...”

Universal Screening at Secondary Schools: Using Existing Data Proactively to Flag ‘Signs of Disengagement’

“Across interventions..., a key component to promoting school completion is the systematic monitoring of all students for signs of disengagement, such as attendance and behavior problems, failing courses, off track in terms of credits earned toward graduation, problematic or few close relationships with peers and/or teachers, and then following up with those who are at risk.”

Mining Archival Data: What Are the ‘Early Warning Flags’ of Student Drop-Out?

A sample of 13,000 students in Philadelphia were tracked for 8 years. These early warning indicators were found to predict student drop-out in the sixth-grade year:

- Failure in English
- Failure in math
- Missing at least 20% of school days
- Receiving an ‘unsatisfactory’ behavior rating from at least one teacher

### What is the Predictive Power of These Early Warning Flags?

<table>
<thead>
<tr>
<th>Number of ‘Early Warning Flags’ in Student Record</th>
<th>Probability That Student Would Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>56%</td>
</tr>
<tr>
<td>1</td>
<td>36%</td>
</tr>
<tr>
<td>2</td>
<td>21%</td>
</tr>
<tr>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>4</td>
<td>7%</td>
</tr>
</tbody>
</table>

Finding Students At-Risk for Learning and Behavior Problems in Middle and High Schools: How to Create a Comprehensive School-Wide Screening Plan

Schools can use screening data efficiently to identify those students who are experiencing problems with academic performance, behavior, and attendance. Providing intervention in the beginning stages of middle or high school student’s academic or behavioral problems is more likely to be effective and is typically less costly than attempting to intervene when a student’s problems have spiraled into full-blown crisis. The purpose of school-wide screening, therefore, is to allow buildings to proactively flag struggling students at an early point and match them to appropriate interventions.

Schools should remember that whole-group screening results are often not sufficient to map out completely what a specific student’s skill deficits might be—nor are they designed to do so. Rather, screenings help schools to single out quickly and with the minimum required investment of resources those students who need more intervention assistance. Some students picked up in a screening will require additional, detailed follow-up “instructional assessment” (Hosp, 2008) in order to better understand their learning needs and select appropriate interventions.

There are three general steps to implementing a school-wide screening program in a middle or high school:

1. First, the school must decide on the range of measures or sources of data that will be used to screen their student population.
2. Next, the school must line up the required resources to conduct the screening. This step includes scheduling time for screening measures to be administered and finding personnel to administer, score, and interpret the results of those measures.
3. Finally, the school must build a process for communicating the screening results to classroom teachers and other interventionists and for using the screening data to identify students who need supplemental (Tier 2 or 3) interventions.

Selecting the Assessment Tools or Sources of Data to Be Used for School-Wide Screening

Schools can make use of several possible types of screening data: existing data on grades, behavior, and attendance; Curriculum-Based Measurement to track basic academic skills; and computerized adaptive measures that help to determine appropriate instructional placement. Those types of screening data are described in greater detail below:

- **Existing data.** Schools collect data on student academic performance (grades), behavior (office disciplinary referrals), and attendance (daily attendance report). Measures of grades, behavior, and attendance have been found to predict student drop-out status as early as grade 6...
# A. Existing Data: Creating a Screening Plan for Your Middle or High School

**Directions.** Existing school information on grades, attendance, and behavior can be used as one source of student screening data (Stewart & Silberglit, 2008). Use this form to select sources of existing data and to decide how that information will be organized for use in screening students.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Attendance</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
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<td>Teachers focus closely on student grades as indicators of academic success and curriculum mastery.</td>
<td>Problems with school attendance are strongly predictive of academic problems and drop-out.</td>
<td>Office disciplinary referrals provide relevant information about problem school behaviors.</td>
</tr>
</tbody>
</table>

**Grades:** What Grade Levels? At what grade level(s) will this information be collected?  
**Attendance:** What Grade Levels? At what grade level(s) will this information be collected?  
**Behavior:** What Grade Levels? At what grade level(s) will this information be collected?  

**Grades Screening Schedule.** On what schedule will grades be monitored building-wide? (e.g., at 5-week intervals):  
**Attendance Screening Schedule.** On what schedule will attendance be monitored building-wide? (e.g., at 5-week intervals):  
**Behavior Screening Schedule.** On what schedule will office disciplinary referrals be monitored building-wide? (e.g., at 5-week intervals):  

**Grade Risk Threshold.** What is the threshold at which a grade report will identify a student as being at-risk? (e.g., failing two or more subjects?)  
**Attendance Risk Threshold.** What is the threshold at which an attendance report will identify a student as being at-risk? (e.g., missing an average of three or more school days per month with unexcused absence)?  
**Behavior Risk Threshold.** What is the threshold at which frequency or type of disciplinary referrals will identify a student as being at-risk? (e.g., 2 or more disciplinary referrals of any kind per month)?  

**Grades—Person(s) Responsible.** Who is responsible for periodically reviewing grades to flag students who fall within the at risk range?  
**Attendance—Person(s) Responsible.** Who is responsible for periodically reviewing attendance data to flag students who fall within the at risk range?  
**Behavior—Person(s) Responsible.** Who is responsible for periodically reviewing disciplinary data to flag students who fall within the at risk range?  

**Grades—RTI Actions.** What action(s) will be taken for any students identified as at risk because of grades?  
**Attendance—RTI Actions.** What action(s) will be taken for any students identified as at risk because of attendance?  
**Behavior—RTI Actions.** What action(s) will be taken for any students identified as at risk because of discipline?  

Grades. Teachers focus closely on student grades as indicators of academic success and curriculum mastery.

Grades: What Grade Levels? At what grade level(s) will this information be collected?

Grades Screening Schedule. On what schedule will grades be monitored building-wide? (e.g., at 5-week intervals):

Grade Risk Threshold. What is the threshold at which a grade report will identify a student as being at-risk? (e.g., failing two or more subjects)?

Grades--Person(s) Responsible. Who is responsible for periodically reviewing grades to flag students who fall within the at risk range?

Grades--RTI Actions. What action(s) will be taken for any students identified as at risk because of grades?

• ____________________________________________
• ____________________________________________
• ____________________________________________
• ____________________________________________
☐ Attendance. Problems with school attendance are strongly predictive of academic problems and drop-out.

Attendance: What Grade Levels? At what grade level(s) will this information be collected?

Attendance Screening Schedule. On what schedule will attendance be monitored building-wide? (e.g., at 5-week intervals):

Attendance Risk Threshold. What is the threshold at which an attendance report will identify a student as being at-risk? (e.g., missing an average of three or more school days per month with unexcused absence)?

Attendance--Person(s) Responsible. Who is responsible for periodically reviewing attendance data to flag students who fall within the at risk range?

Attendance--RTI Actions. What action(s) will be taken for any students identified as at risk because of attendance?

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•
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Behavior. Office disciplinary referrals provide relevant information about problem school behaviors.

Behavior: What Grade Levels? At what grade level(s) will this information be collected?

Behavior Screening Schedule. On what schedule will office disciplinary referrals be monitored building-wide? (e.g., at 5-week intervals):

Behavior Risk Threshold. What is the threshold at which frequency or type of disciplinary referrals will identify a student as being at-risk? (e.g., 2 or more disciplinary referrals of any kind per month)?

Behavior--Person(s) Responsible. Who is responsible for periodically reviewing disciplinary data to flag students who fall within the at-risk range?

Behavior--RTI Actions. What action(s) will be taken for any students identified as at risk because of discipline?

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B. CBM: ‘RTI-Ready’ Curriculum-Based Measures for Middle and High Schools

Directions: Select those CBM measures below to be used in your school-wide screening. Select also the grades and screening points during the school year when each selected measure will be administered. (‘F’ = Fall, ‘W’ = Winter, ‘S’ = Spring).

☐ CBM Oral Reading Fluency

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Description: The student reads aloud from a passage and is scored for fluency and accuracy. Passages are controlled for level of reading difficulty.

Online Sources for This Measure
- AimsWeb (http://www.aimsweb.com/). [Pay]. Site has both English and Spanish reading probes.
- DIBELS (https://dibels.uoregon.edu/) [Free].
- Easy CBM (http://www.easycbm.com/) [Free for individual teachers; subscription pricing available to school districts].

☐ CBM Maze (Reading Comprehension)

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Description: The student is given a passage in which every 7th word has been removed. The student reads the passage silently. Each time the student comes to a removed word, the student chooses from among 3 replacement words: the correct word and two distractors. The student circles the replacement word that he or she believes best restores the meaning of the text.

Online Sources for This Measure
- AimsWeb (http://www.aimsweb.com/). [Pay].
- Intervention Central (http://www.rti2.org/rti2/mazes). [Free]. Application that creates a maze passage probe based on text typed in by the user.
CBM Writing

Description: The student is given a story starter as a writing prompt. The student spends one minute thinking about the story starter topic, then has 3 minutes to write the story. The CBM writing probe offers three scoring options: Total Number of Words Written, Correctly Spelled Words, and Correct Writing Sequences (a scoring approach that takes into account the mechanics and conventions of writing such as punctuation, spelling, capitalization, and correct semantic and syntactic usage).

Online Sources for This Measure
- AimsWeb (http://www.aimsweb.com/). [Pay].
- Intervention Central (http://www.rti2.org/rti2/writtenExpressions). [Free]. Application that creates a writing probe using pre-entered story starters or text typed in by the user.

CBM Math

Description: The student is given a worksheet with math computation problems. The worksheet may be a single-skill probe (all problems of a single type) or a mixed-skill probe (several different problem types). The completed worksheet is scored for the number of Correct Digits (digits in student answers that are of the correct value and appear in the correct place-value location).

Online Sources for This Measure
- AimsWeb (http://www.aimsweb.com/). [Pay].
### CBM Math Concepts & Applications

**Description:** The student is given a worksheet (or completes an online assessment) that contains a mix of applied math problems that are tied to larger concepts (e.g., to the Math Focal Points from the National Council of Teachers of Mathematics).

**Online Sources for This Measure**

- AimsWeb (http://www.aimsweb.com/). [Pay].
- Easy CBM (http://www.easycbm.com/). [Free for individual teachers; subscription pricing available to school districts]. Student probes can be completed online.

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C. Adaptive Computerized Assessments for Middle and High Schools: Example

A screening approach that is becoming increasingly popular for middle and high schools is to assess students' academic skills relative to curriculum expectations. Such measures can fill an information gap as students move beyond acquisition of basic academic skills and move into higher level vocabulary, concepts, text interpretation, applied problem-solving and specialized knowledge. An example of a computerized, adaptive curriculum-skills assessment is the Measures of Academic Progress (MAP) system (http://www.nwea.org), described below.

Directions: Select when a measure like the MAP would be used in your school-wide screening. Select also the grades and screening points during the school year when each selected measure will be administered. ('F' = Fall, 'W' = Winter, 'S' = Spring).

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- Measures of Academic Progress (MAP)
- Untimed
- Administration: Computer-administered

Description (taken from MAP basics overview, 2009): The student can complete any one of four computer assessment modules: Reading, Language Usage, Mathematics, or Science. The assessments are untimed. The MAP program is adaptive: students are dynamically presented with new assessment items based on their previous responses. The purpose of MAP is to find students' optimal 'instructional level' rather than to demonstrate content mastery. MAP assessments can be administered 3-4 times per year. The MAP system also provides expected growth rates for students and can predict student performance on state tests based on MAP scores.

Online Source for This Measure
- Northwest Evaluation Association (http://www.nwea.org)

Reference
“...One way I have used the Maze in the past at the secondary level, is as a targeted screener to determine an instructional match between the student and the text materials. By screening all students on one to three Maze samples from the text and/or books that were planned for the course, we could find the students who could not handle the materials without support (study guides, highlighted texts, alternative reading material). ...This assessment is efficient and it seems quite reliable in identifying the potential underachievers, achievers, and overachievers. The real pay back is that success can be built into the courses from the beginning, by providing learning materials and supports at the students' instructional levels.”

Lynn Pennington, Executive Director, SSTAGE
(Student Support Team Association for Georgia Educators)
Creating a School-Wide Screening Plan: Recommendations for Secondary Schools

1. Create a plan to review at least quarterly existing data (e.g., grades, attendance, behavior) to identify students at risk.

2. Analyze your student demographics and academic performance and select academic screeners matched to those demographics.

3. Consider piloting new screening tools (e.g., at single grade levels or in selected classrooms) before rolling out through all grade levels.
Creating a School-Wide Screening Plan: Recommendations for Secondary Schools

(Cont.)

4. Establish a school-wide or grade-level Data Team (Tier 2) to review screening information and decide on appropriate interventions for at-risk students.

5. Allow sufficient time (e.g., 3-5 years) to adopt and implement a full implementation plan.
Creating a School-Wide Screening Plan:

Recommendations for ALL Schools

1. Establish a district-level ‘RTI Leadership Team’ to plan and implement all aspects of RTI, including selection of screening tools across grade levels.

2. Ensure that any discussion about grade- or school- or district-wide adoption of RTI screening tools includes general education and special education input.

3. When adopting a screening tool, inventory all formal assessments administered in your school. Discuss whether any EXISTING assessments can be made optional or dropped whenever new
Creating a School-Wide Screening Plan: Recommendations for ALL Schools

4. If possible, use screening tools found by the National Center on RTI to have ‘technical adequacy’.
Team Activity: Creating a Screening Plan for Your Middle or High School

- Review the measures just discussed for screening students at the middle and high school level.

- Have a discussion about what measures you might use in a screening program for your school. Who would be involved in developing such a screening plan? When would it start?
Response to Intervention

RTI ‘Next Steps’ Planning Activity

At your tables:

• Review the RTI information reviewed at today’s workshop.

• Select one or two ‘top tasks’ that your school will undertake immediately to move forward with RTI.

• Be prepared to report out.

• Element 1: Build Classroom Teacher Understanding & Support for RTI

• Element 2: Create Teacher Capacity to Deliver Effective Classroom (Tier 1) Interventions

• Element 3: Inventory Evidence-Based Supplemental Intervention Programs Available at Tiers 2 & 3

• Element 4: Establish an RTI Problem Solving Team at Tier 3

• Element 5: Select Measures for Universal Screening and Progress Monitoring to Evaluate Student Response to Intervention