RTI Challenge: Establishing a Strong RTI Problem-Solving Team for Students Who Need a "Problem-Solving" Approach

Jim Wright
www.interventioncentral.org

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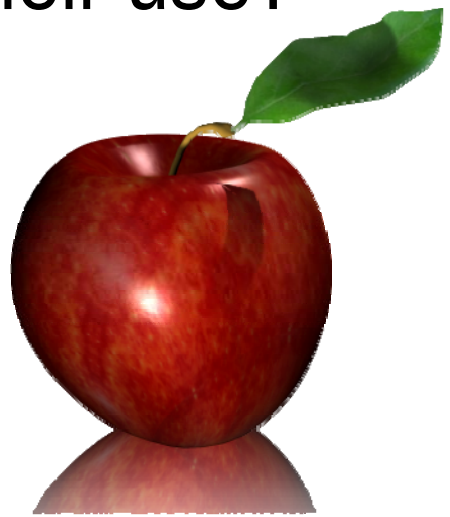
RTI Problem-Solving Teams: Workshop Agenda

- Research Supporting RTI Problem-Solving Teams
- Review of RTI Team Roles & Meeting Process
- Managing 'RTI Team Emergencies'
- Team Activities: Strengthening Your RTI Problem-Solving Team

RTI Problem-Solving Teams: Basics

Focus of Inquiry: What is the purpose of RTI Teams and what research supports their use?

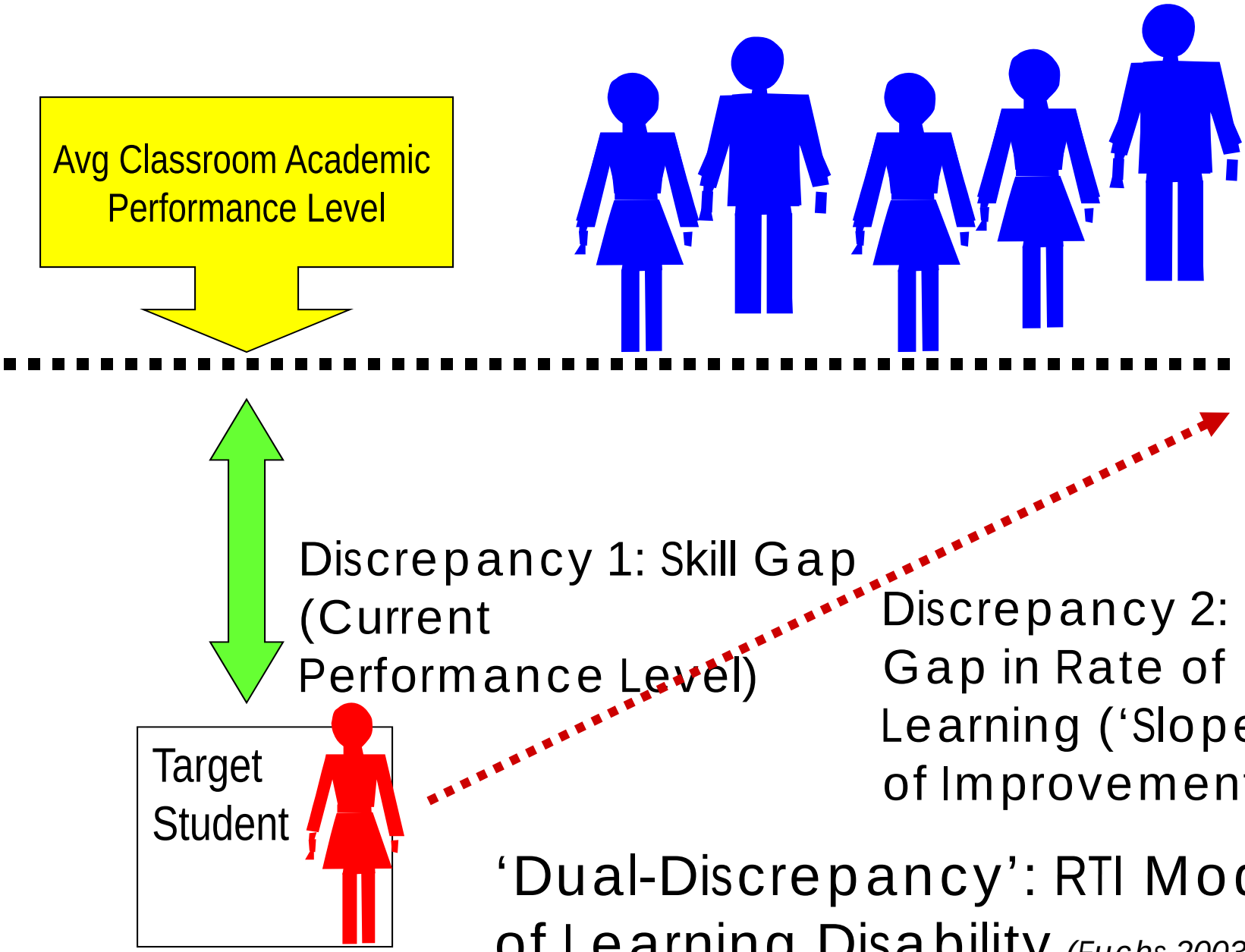


RTI Assumption: Struggling Students Are 'Typical' Until Proven Otherwise…

RTI logic assumes that:

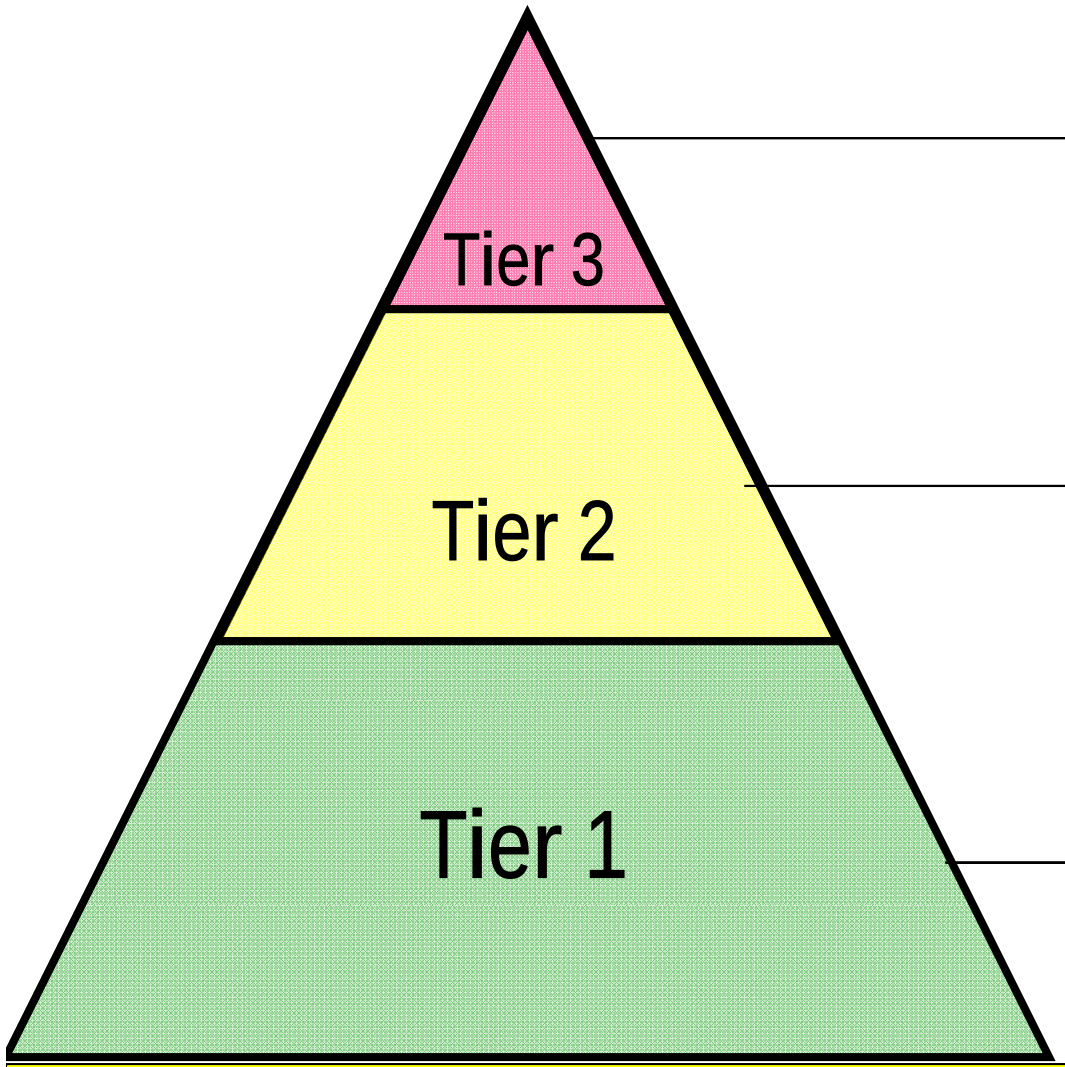
- A student who begins to struggle in general education is *typical*, and that
- It is general education's responsibility to find the instructional strategies that will unlock the student's learning potential

Only when the student shows through well-documented interventions that he or she has 'failed to respond to intervention' does RTI begin to investigate the possibility that the student may have a learning disability or other special education condition.



'Dual-Discrepancy': RTI Model of Learning Disability *(Fuchs 2003)*

RTI 'Pyramid of Interventions'



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

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

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

Complementary RTI Models: Standard Treatment & Problem-Solving Protocols

"The two most commonly used RTI approaches are (1) *standard treatment* and (2) *problem-solving protocol.* While these two approaches to RTI are sometimes described as being very different from each other, they actually have several common elements, and both fit within a problem-solving framework. In practice, many schools and districts combine or blend aspects of the two approaches to fit their needs."

Source: Duffy, H. (August 2007). *Meeting the needs of significantly struggling learners in high school*. Washington, DC: National High School Center. Retrieved from http://www.betterhighschools.org/pubs/ p. 5

The Problem-Solving Model & Multi-Disciplinary Teams

A school consultative process ('the problem-solving model') with roots in applied behavior analysis was developed (e.g., Bergan, 1995) that includes 4 steps:

- Problem Identification
- Problem Analysis
- Plan Implementation
- Problem Evaluation

Originally designed for individual consultation with teachers, the problem-solving model was later adapted in various forms to multi-disciplinary team settings.

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

Tier 2/3 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 or behavioral 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')

Teachers may *be motivated* to refer students to your RTI Team because they…

- can engage in collegial conversations about better ways to help struggling learners
- learn instructional and behavior-management strategies that they can use with similar students in the future
- increase their teaching time
- are able to access more intervention resources and supports in the building than if they work alone
- feel less isolated when dealing with challenging kids
- have help in documenting their intervention efforts

Focus on School Factors That We Can Control

"Some factors in students' lives (such as family divorce, moving frequently, drug use, and poor teaching) lower the *probability* that these students will learn and/or get along with others. These are often referred to as risk factors…Risk factors do not assure student failure. Risk factors simply make the odds of failure greater. Aligning assessment and instruction allows teachers…to introduce new factors into the student's life that *raise* the probability of learning. These are often called protective factors since they protect against the risks associated with risk factors…The use of protective factors to raise the probability of learning is often referred to as resilience."

Source: Hosp, J. L. (2008). Best practices in aligning academic assessment with instruction. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp.363-376). Bethesda, MD: National Association of School Psychologists.

How Is a Secondary RTI Problem-Solving 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.

RTI Problem-Solving Teams: Recommendations

- RTI Teams should be multi-disciplinary, to include teachers, administration, and support staff (e.g., school psychologist, guidance counselors).
- Fixed times should be set aside each week for the RTI Team to meet on student referrals.
- Sufficient time (i.e., 30 minutes) should be reserved for initial student referrals to allow adequate discussion and intervention planning.

Secondary RTI Teams: Combining Consistency & Flexibility

- Schools should ensure that RTI Teams follow a structured problem-solving model.
- Schools do have flexibility in *when* and *where* they use the RTI problem-solving model. For example:
  - If a person (e.g., school psychologist, school administrator) is trained to facilitate an RTI Team meeting, that meeting can be scheduled during shared teacher planning times or during parent-teacher conferences.

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 to 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

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

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

RTI Team Effectiveness Self-Rating Scale

pp. 32-33

Small-Group Activity: *Complete the RTI Team Effectiveness Self-Rating Scale*

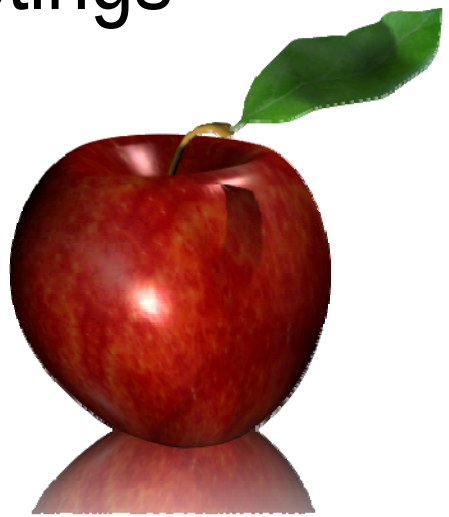
- As a group, use the RTI Team Self-Rating Scale to evaluate your current student problem-solving team's level of functioning. If your school does not have a formal problem-solving team in place, rate your school's current *informal* problem-solving efforts.
- Appoint a spokesperson to share your findings 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 Problem-Solving Teams: Roles & Meeting Structure

Focus of Inquiry: What are the roles of RTI Team members and how are the meetings structured ?



Team Roles p.5

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

RTI Team Role	Responsibilities	Tips for RTI Teams
Facilitator	Opens the meeting by welcoming the referring teacher(s), parents, and student; describing what is to be accomplished at the meeting, and how long the meeting will last. Guides the Team through the stages of the problem-solving process. Checks for agreement between Team members at important discussion points during the meeting. Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control--e.g., classroom instruction).	• Write a short introductory 'script' to ensure that important points are always reviewed at the start of the meeting. • Create a poster listing the steps of the meeting problem-solving process as a visual guide to keep Team members on task and to transition from one step to another.

RTI Team Role	Responsibilities	Tips for RTI Teams
Recorder	☐ Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring. ☐ Asks the Team for clarification as needed about key discussion points, including phrasing of teacher 'problem-identification' statements and intervention descriptions.	• Sit next to the facilitator for ease of communication during the meeting. • When the Team is engaged in exploratory discussion, use 'scratch paper' to capture the main points. When the Team reaches agreement, recopy only the essential information onto the formal meeting forms.

RTI Team Role	Responsibilities	Tips for RTI Teams
Time-Keeper	Monitors the time allocated to each stage of the meeting and informs members when that time has expired.	• Give the Team a 'two-minute warning' whenever time is running low during a stage of the meeting. • If time runs out during a meeting stage, announce the fact clearly. However, let the facilitator be responsible for transitioning the team to the next meeting stage.

Response to Intervention

RTI Team Role	Responsibilities	Tips for RTI Teams
Case Manager	☐ Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student. ☐ Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the	• 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.

RTI Team Role	Responsibilities	Tips for RTI Teams
Coordinator	Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location, arranging coverage when necessary to allow teachers to attend meetings, and notifying Team members and referring teachers of scheduled meetings.	• During the time set aside for weekly RTI Team meetings, reserve time for the Tam to review new student referrals and to schedule them in the meeting calendar. • Define those coordinator duties that are clerical in nature (e.g., scheduling meeting rooms, emailing meeting invitations, etc.) and assign them to clerical staff.

Team Activity: What Routine Data Should Be Routinely Collected Prior to RTI Team Meetings?

At your table:

- Inventory the information commonly collected and stored on students in your school.
- List the '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!
- Decide on how to develop a roster of 'specialized assessment' personnel (for more targeted data collection such as behavioral observations and academic fluency—CBM—data).

RTI Team Consultative Process: Initial Meeting: 30 Minutes

Step 1: Assess Teacher Concerns

Step 2: Inventory Student Strengths/Talents

Step 3: Review Background/Baseline Data

Step 4: Select Target Teacher Concerns

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

Step 6: Design an Intervention Plan

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

Step 8: Review Intervention & Monitoring Plans

RTI Problem-Solving Teams: Sample Introductory Script p. 13

RTI Team Introductory Script: Share With Referring Teacher at the Start of the Initial Meeting

"Welcome to this initial RTI Team meeting. We are meeting with you today to discuss concerns that you have about a student, _____.

The purpose of this meeting is for us all to work together to come up with practical ideas to help this student to be more successful in school. I am the facilitator for today's meeting. The person taking notes during the meeting will be _____ . The case manager for this student is _____. The time-keeper for the meeting is _____.

You can expect this meeting to last about ____ minutes. By the time you leave, we should have a complete student intervention plan put together to help address your concerns.

Our team and you have a lot to do today and only limited time in which to do it. To help us to work efficiently and not waste your time, we will follow a structured problem-solving model that goes through several stages. Together, our team and you will:

- Assess your major concerns about the student
- Help you to pick the one or two most important student concerns for us to work on today
- Set specific student goals for improvement
- Design an intervention plan with strategies to help that student improve, and
- Decide how to share information about this plan with the student's parent(s)

As the student's teacher, you are the most important participant in this meeting. Please let us know at any time if you disagree with, or have questions about, our suggestions. Our meeting will not be a success unless *you* feel that the intervention ideas that we offer will address the student's difficulties and are feasible for you to do.

Our meeting notes will document the student's referral concerns and the intervention plan that we come up with. These notes may be shared with others who are not here today, including child's parent(s) and the building administrator. However, we ask that everyone here keep the *conversations* that take place at this meeting confidential.

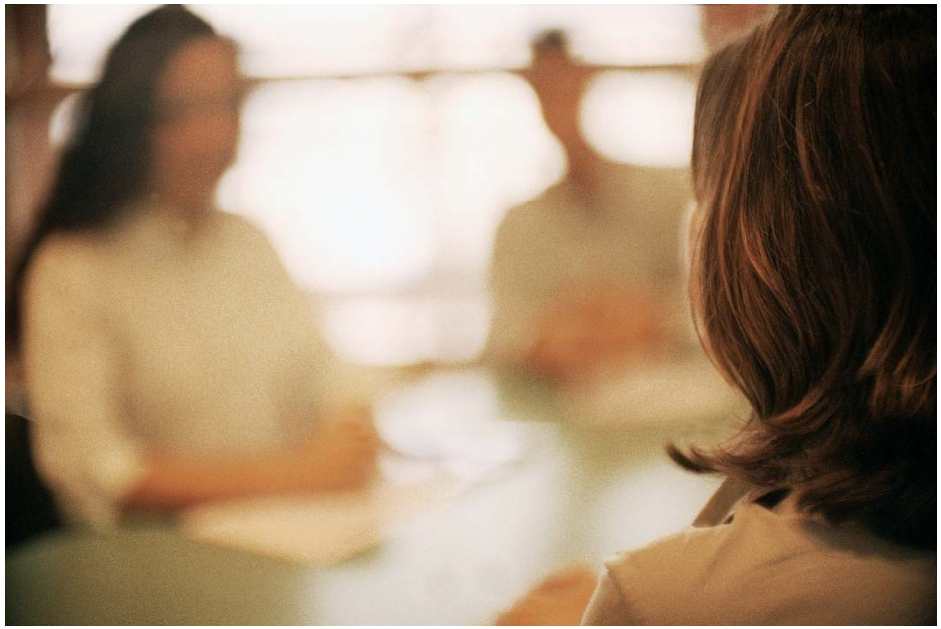
Do you have any questions?"

Team Activity: Write Your RTI Team's Intro Script p. 13

At your table:

- Review the sample RTI Team meeting introductory script.
- List the main points that you believe an introductory script should accomplish.
- Draft your own version of an introductory script suitable for your school.

RTI Teams: Improving Problem-Solving Through Effective Case Management pp. 6-7



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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: _____

   Student Concern 2: _____

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

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

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

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

Behavioral Problems: Format for Writing Problem Definition Statement		
Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior
Example: When given a verbal teacher request...	...Jay fails to comply with that request within 3 minutes...	... an average of 80% 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'
Sub-Skill 2: _____	☐ Sub-Skill 1: Arrive to class on time
Sub-Skill 3: _____	☐ Sub-Skill 2: Bring work materials to class
Sub-Skill 4: _____	☐ Sub-Skill 3: Follow teacher directions in a timely manner
Sub-Skill 5: _____	☐ 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: Pre-Meeting

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Case Manager: Pre-Meeting Steps

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Case Manager: Pre-Meeting Steps

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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: 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.

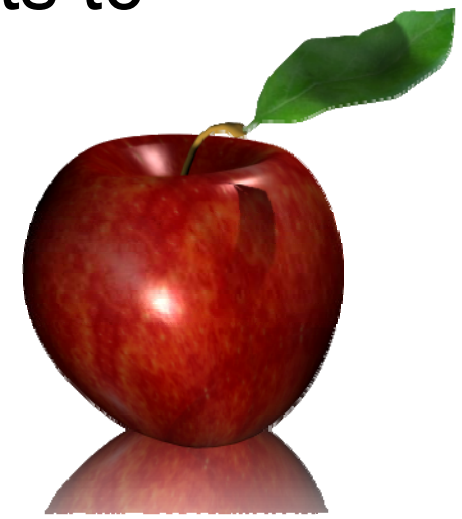
Team Activity: Defining the RTI Team 'Pre-Meeting'

At your table:

- Review the RTI Team case manager 'pre-meeting' format described in this workshop.
- List who in your school might serve as case manager.
- Brainstorm ideas for finding the time for a brief 'pre-meeting' between the case manager and referring teacher.

RTI Problem-Solving Teams and the Student Voice pp. 37-41

Focus of Inquiry: How can middle and high school RTI Teams encourage students to participate in the RTI process?



RTI: Promoting Student Involvement

- 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 in 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.

RTI: Promoting Student Involvement

- **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 figure who can help that student to 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, DiIulio, & Morison, 2006).

RTI: Promoting Student Involvement

- 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.

1. Which of your courses are the most challenging? Why?	
2. Describe how you study for quizzes and tests in your most challenging course(s).	
3. What strategies do you use to get help in your most challenging course(s)?	
4. Homework:	
a. Describe the physical setting in which you usually do your homework.	
b. How long do you typically work on homework each night?	
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?	
d. How do you decide which homework assignment to do first?	
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?	
f. What kinds of homework assignments do you like least or find most challenging?	

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?	

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 for: _____Date:_____

The student agrees to carry out the strategies listed below to promote school success:	[Optional] If adults in school or at home will assist the student with a strategy, the ADULT responsibilities are listed below:	[Optional] Name of adult(s) assisting student with strategy
1. _____	1. _____	_____
2. _____	2. _____	_____
3. _____	3. _____	_____
4. _____	4. _____	_____

_____ _____ _____

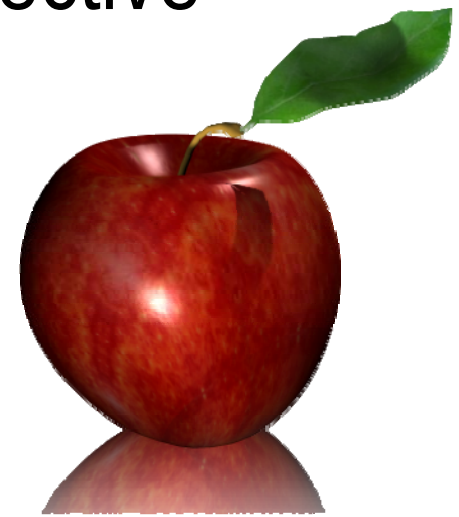
Signature of Student | Signature of Adult School Contact | Signature of Parent

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.

RTI Problem-Solving Teams: Defining Good Instruction

Focus of Inquiry: How can the RTI Team help the teacher to identify elements of effective instruction?



RTI Interventions: What If There is No Commercial Intervention Package or Program Available?

"Although commercially prepared programs and … manuals and materials are inviting, they are not necessary. … A recent review of research suggests that interventions are research based and likely to be successful, if they are correctly targeted and provide explicit instruction in the skill, an appropriate level of challenge, sufficient opportunities to respond to and practice the skill, and immediate feedback on performance…Thus, these [elements] could be used as criteria with which to judge potential …interventions." p. 88

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

Motivation Deficit 1: *The student is unmotivated because he or she cannot do the assigned work.*

- **Profile of a Student with This Motivation Problem:**
  The student lacks essential skills required to do the task.

Handout available on conference web page

Motivation Deficit 1: Cannot Do the Work

- **Profile of a Student with This Motivation Problem (Cont.):** Areas of deficit might include:
- *Basic academic skills.* Basic skills have straightforward criteria for correct performance (e.g., the student defines vocabulary words or decodes text or computes 'math facts') and comprise the building-blocks of more complex academic tasks (Rupley, Blair, & Nichols, 2009).
- *Cognitive strategies.* Students employ specific cognitive strategies as "guiding procedures" to complete more complex academic tasks such as reading comprehension or writing (Rosenshine, 1995).
- *Academic-enabling skills.* Skills that are 'academic enablers' (DiPerna, 2006) are not tied to specific academic knowledge but rather aid student learning across a wide range of settings and tasks (e.g., organizing work materials, time management).

Motivation Deficit 1: Cannot Do the Work (Cont.)

- **What the Research Says:** When a student lacks the capability to complete an academic task because of limited or missing basic skills, cognitive strategies, or academic-enabling skills, that student is still in the acquisition stage of learning (Haring et al., 1978). That student cannot be expected to be motivated or to be successful as a learner unless he or she is first explicitly taught these weak or absent essential skills (Daly, Witt, Martens & Dool, 1997).

Motivation Deficit 1: Cannot Do the Work (Cont.)

- **How to Verify the Presence of This Motivation Problem:** The teacher collects information (e.g., through observations of the student engaging in academic tasks; interviews with the student; examination of work products, quizzes, or tests) demonstrating that the student lacks basic skills, cognitive strategies, or academic-enabling skills essential to the academic task.

Motivation Deficit 1: Cannot Do the Work (Cont.)

- **How to Fix This Motivation Problem:** Students who are not motivated because they lack essential skills need to be taught those skills.

  Direct-Instruction Format. Students learning new material, concepts, or skills benefit from a 'direct instruction' approach. (Burns, VanDerHeyden & Boice, 2008; Rosenshine, 1995; Rupley, Blair, & Nichols, 2009).

How to Fix This Motivation Problem: Students who are not motivated because they lack esser skills need to be taught those skills.

Direct-Instruction Format. Students learning new material, concepts, or skills benefit from a 'direc instruction' approach. (Burns, VanDerHeyden & Boice, 2008; Rosenshine, 1995; Rupley, Blair, Nichols, 2009). When following a direct-instruction format, the teacher:

- ❑ ensures that the lesson content is appropriately matched to students' abilities.
- ❑ opens the lesson with a brief review of concepts or material that were previously presented.
- ❑ states the goals of the current day's lesson.
- ❑ breaks new material into small, manageable increments, or steps.
- ❑ throughout the lesson, provides adequate explanations and detailed instructions for all conce and materials being taught. NOTE: Verbal explanations can include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps applying the strategy).
- ❑ regularly checks for student understanding by posing frequent questions and eliciting group responses.
- ❑ verifies that students are experiencing sufficient success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement.
- ❑ provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning.
- ❑ allows students the chance to engage in practice activities distributed throughout the lesson (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice).
- ❑ ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.

Motivation Deficit 1: Cannot Do the Work (Cont.)

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Motivation Deficit 1: Cannot Do the Work (Cont.)

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Motivation Deficit 1: Cannot Do the Work (Cont.)

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- ❑ ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities.

Activity: 'Good Instruction is Research-Based'

- Review the elements of effective 'direct instruction' discussed at this workshop.
- Discuss how you can share this checklist (available online) with others in your school to help them to realize that teacher-delivered instruction that follows these guidelines is 'research-based' and supports RTI, e.g.:
  - Whole-group: Tier 1 Core Instruction
  - Small-group: Tier 1 Intervention; Tier 2/3 Intervention
  - Individual student: Tier 3 Intervention

Defining the Student Problem

Focus of Inquiry: How can a general-education teacher quickly and specifically describe a student academic or behavioral concern—and link that definition to a probable cause?

"You can't fix a problem if you can't name it."

Activity: Select a Struggling Student

- Select a student in your class or school who is currently struggling for academic and/or behavioral reasons.
- Discuss this student with your elbow group.
- Write a 'problem-identification' statement that describes the student's academic or behavioral concern.

Defining Student Problems: The First Step in Effective Intervention Planning

It may surprise educators to learn that the problem-identification step is the most critical for matching the student to an effective intervention (Bergan, 1995). Problem identification statements should be defined in clear and specific terms sufficient to pass 'the stranger test' (Howell, Hosp, & Kurns, 2008): the student problem can be judged as adequately defined if a third party equipped only with the problem-identification statement can observe the student in the academic setting and know with confidence when the problem behavior is displayed and when it is not.

Handout available on conference web page.

Defining Student Problems: The First Step in Effective Intervention Planning (Cont.)

Here is a 3-step process for describing student problems clearly, understanding their likely causes, and matching those problems to appropriate interventions.

1. **Describe the problem in specific terms** (Batsche et al., 2008; Upah, 2008). Write a clear, brief description of the academic skill or performance deficit or behavioral problem.

Defining Student Problems: The First Step in Effective Intervention Planning (Cont.)

Academic Problem Identification. An academic problem ID statement contains these 3 elements:

- *Conditions*. Describe the environmental conditions or task demands in place when the academic problem is observed.
- *Problem Description*. Describe the actual observable academic behavior in which the student is engaged. Include rate, accuracy, or other quantitative information of student performance.
- *Typical or Expected Level of Performance*. Provide a typical or expected performance criterion for this skill or behavior. Typical or expected academic performance can be calculated using a variety of sources.

Academic Problems: Sample Definitions		
Environmental Conditions or Task Demands. *'What is the student supposed to do?'*	**Problem Description.** *'What does the student actually do?'*	**Typical or Expected Level of Performance.** *'What is the performance that you expect from this student?'*
When completing a beginning-level algebra word problem…	…Ann is unable to translate that word problem into an equation with variables…	…while most peers in her class have mastered this skill.
During social studies large-group instruction…	…Franklin attends to instruction an average of 45% of the time…	… while peers in the same room attend to instruction an average of 85% of the time.
For science - homework…	… Tye turns in assignments an average of 50% of the time…	… while the classroom median rate of homework turned in is 90%.
On weekly 30-minute in-class writing assignments…	… Angela produces compositions that average 145 words…	…while a sampling of peer compositions shows that the typical student writes an average of 254 words.

Defining Student Problems: The First Step in Effective Intervention Planning (Cont.)

Behavior Problem Identification. A behavioral problem ID statement defines the problem behavior in clear, observable, measurable terms (Batsche et al., 2008; Upah, 2008) and avoids vague problem identification statements such as "The student is disruptive." A useful self-prompt to come up with a more detailed description of the problem is to ask, "What does <problem behavior> look like in the classroom?"

Defining Student Problems: The First Step in Effective Intervention Planning (Cont.)

A behavior problem ID statement contains these three elements:

- *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 that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

Behavior Problems: Sample Definitions		
Conditions. *'Where or when does the problem behavior occur and what is going on at the time?'*	**Problem Description.** *'What does the behavior look like in the classroom?'*	**Contextual Information About Frequency, Intensity, Duration, or Other Dimension(s) of the Behavior.** *'What indicates that this behavior is challenging?'*
During 20-minute independent seatwork literacy tasks,…	…John talks with peers about non-instructional topics…	…and must be redirected by the teacher an average of 3 times per session.
In school settings such as the playground or gymnasium, when unsupervised by adults,…	…Andrea is reported by peers to use physically threatening language…	…at least once per week.
When given a verbal teacher request…	…Jay fails to comply with that request within 3 minutes…	… an average of 50% of the time.

Defining Student Problems: The First Step in Effective Intervention Planning (Cont.)

2. **Select a hypothesis to explain the academic or behavioral problem.** The hypothesis states the assumed reason(s) or cause(s) for the student's academic or behavioral problem(s). Once it has been developed, the hypothesis statement acts like a compass needle, pointing toward interventions that most logically address the student concerns.

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

Defining Student Problems: The First Step in Effective Intervention Planning (Cont.)

3. **Select interventions to match the selected hypothesis.** After a 'best guess', or hypothesis, has been selected to explain the probable cause of the student's academic or behavioral concern, the teacher will then choose intervention ideas that logically address the root cause of the problem.

Activity: Write Your Own Problem-ID Statement

- Write an academic or behavioral problem identification statement for at least one of the students selected by your team in the earlier exercise.
- TIP: Use the organizer form (p. 7 in the your handout *An Introduction to RTI Problem-Solving* Teams) to guide you in writing your problem-ID statement.

Tier 1 Problem-Identification Worksheet

Directions: Use this sheet to define the student's academic or behavioral problem(s) that you would like to discuss in a meeting with a consultant. For each identified problem, select one or more hypotheses/explanations for why the problem is occurring.

Academic Problems: Format for Writing Problem Definition Statement		
Environmental Conditions or Task Demands	**Problem Description**	**Typical/ Expected Level of Performance**
Example: On grade 7 reading passages…	… Angela reads an average of 42 correct words per minute…	… while a typical student is able to read 168 words per minute.

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

Likely Reason(s) for Student Concerns: Select up to 3 choices

Behavioral

- ☐ Lacks necessary behavioral skills
- ☐ Has the necessary behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately
- ☐ Seeks att'n from adults
- ☐ Seeks att'n from peers
- ☐ Reacts to teasing/bullying
- ☐ Tries to escape from instructional demands or setting
- ☐ Attempts to hide academic deficits through noncompliance or other misbehavior
- ☐ _____

Academic

- ☐ Is placed in work that is too difficult
- ☐ Lacks one or more crucial basic skills in the problem subject area(s)
- ☐ Needs drill & practice to strengthen and become more fluent in basic academic skills
- ☐ Has the necessary academic skills, fails to use them in the appropriate settings/situations
- ☐ Needs explicit guidance to connect current skills to new instructional demands
- ☐ Has the necessary academic skills but is not motivated by the instructional task/setting to actually do the work
- ☐ _____

References

- Batsche, G. M., Castillo, J. M., Dixon, D. N., & Forde, S. (2008). Best practices in designing, implementing, and evaluating quality interventions. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 177-193). Bethesda, MD: National Association of School Psychologists.
- Bergan, J. R. (1995). Evolution of a problem-solving model of consultation. *Journal of Educational and Psychological Consultation, 6(2),* 111-123.
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- Howell, K. W., Hosp, J. L., & Kurns, S. (2008). Best practices in curriculum-based evaluation. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp.349-362). Bethesda, MD: National Association of School Psychologists.
- Upah, K. R. F. (2008). Best practices in designing, implementing, and evaluating quality interventions. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 209-223). Bethesda, MD: National Association of School Psychologists.

Activity: Defining Student Concerns

- Review the structure presented here for defining student academic and behavioral concerns.
- How might your school use this structure to improve teacher definitions of academic or behavioral concerns?

Tier 1 Problem-Identification Worksheet

Directions: Use this sheet to define the student's academic or behavioral problem(s) that you would like to discuss in a meeting with a consultant. For each identified problem, select one or more hypotheses/explanations for why the problem is occurring.

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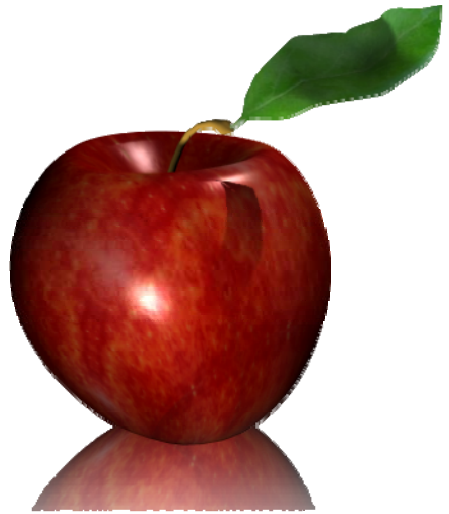
School-Wide Screenings

Focus of Inquiry: What is the purpose of school-wide screenings and how should they be conducted?



Building-Wide Screening: Assessing All Students

(Stewart & Silberglit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students.

- Schools should consider using 'curriculum-linked' measures such as Curriculum-Based Measurement that will show generalized student growth in response to learning.
- If possible, schools should consider avoiding 'curriculum-locked' measures that are tied to a single commercial instructional program.

Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Building-Wide Screening: Using a Wide Variety of Data

(Stewart & Silberglit, 2008)

Screenings can be compiled using:

- Fluency measures such as Curriculum-Based Measurement (e.g., AIMSweb, DIBELS, EasyCBM)
- Existing data, such as office disciplinary referrals.
- Computer-delivered assessments, e.g., Measures of Academic Progress (MAP) from www.nwea.org

Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Applications of Screening Data (Stewart & Silberglit, 2008)

Screening data can be used to:

- Evaluate and improve the current core instructional program.
- Allocate resources to classrooms, grades, and buildings where student academic needs are greatest.
- Guide the creation of targeted Tier 2/3 (supplemental intervention) groups.
- Set academic goals for improvement for students on Tier 2 and Tier 3 interventions.

Source: Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

Clearinghouse for RTI Screening and Progress-Monitoring Tools

- The National Center on RTI (www.rti4success.org) maintains pages rating the technical adequacy of RTI screening and progress-monitoring tools.
- Schools should strongly consider selecting screening tools that have national norms or benchmarks to help them to assess the academic-risk level of their students.

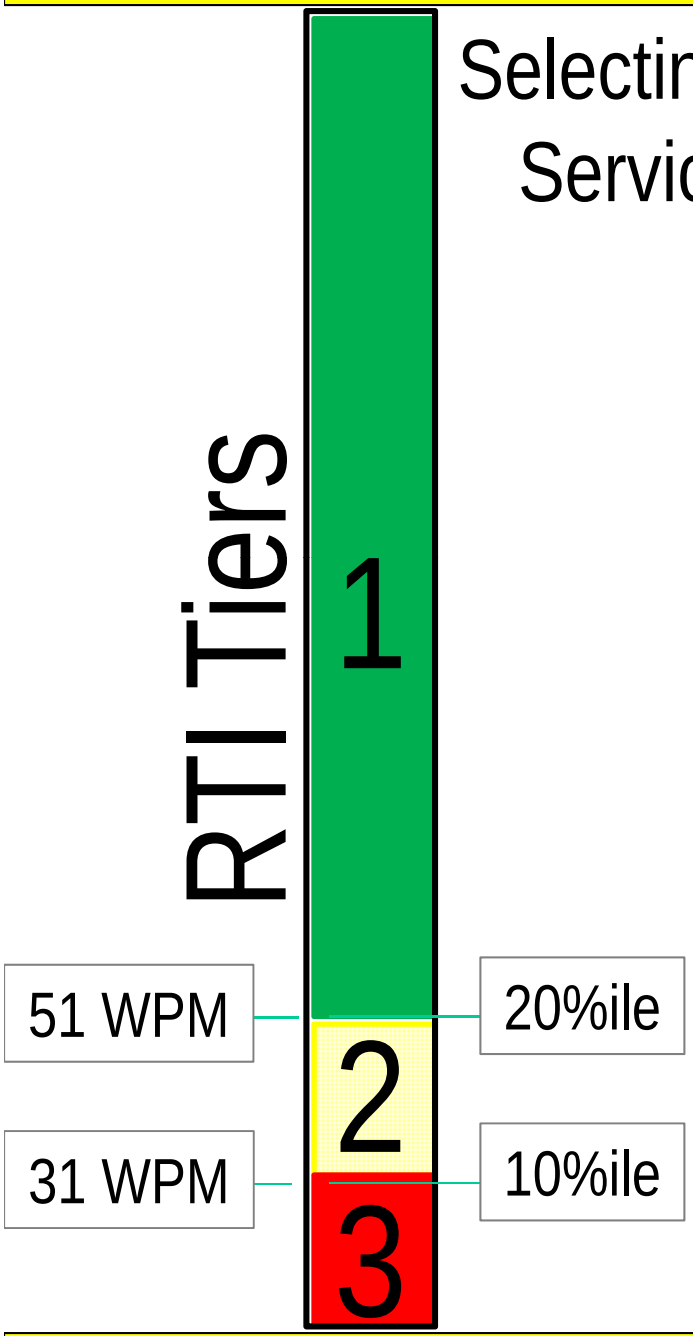
Tools	Area	Reliability of the Performance Level Score	Reliability of the Slope	Validity of the Performance Level Score	Predictive Validity of the Slope of Improve-ment	Alternate Forms	Sensitive to Student Improve-ment	End-of-Year Bench-marks	Rates of Improve-ment Specified	Norms Disaggregated for Diverse Populations	Disaggregated Reliability and Validity Data	COMPARE / RESET
AIMSweb	Math	●	●	●	●	◐	◐	●	●	No	●	☐
AIMSweb	Oral Reading	●	●	●	●	●	◐	●	●	No	●	☐
AIMSweb	Test of Early Literacy - Letter Naming Fluency	●	●	●	●	●	◐	●	●	No	●	☐
AIMSweb	Test of Early Literacy - Letter Sound Fluency	●	●	●	●	●	◐	●	●	No	●	☐

Big Ideas in Reading

1. “Phonemic Awareness: The ability to hear and manipulate sounds in words.
2. Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.
3. Fluency with Text: The effortless, automatic ability to read words in connected text.
4. Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
5. Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from http://reading.uoregon.edu/index.php

Selecting Performance 'Cut-Points' for Tier 2/3 Services: Example using EasyCBM Norms



Grade 3 Reading Measures			
Percentile	Passage Reading Fluency		
	Fall	Wint	Sprg
10th	31	64	60
20th	51	81	81
50th	83	114	115
75th	108	147	144
90th	138	173	173

Source: EasyCBM: (2010). *Interpreting the EasyCBM progress monitoring test results*. Retrieved February 22, 2011, from http://www.easycbm.com/static/files/pdfs/info/ProgMonScoreInterpretation.pdf

Estimating Student Rate of Improvement: What Are the Relative Advantages of External vs. Local Growth Norms?

- External (Research-Derived) Growth Norms: Provide a general estimate of the expected academic growth of a 'typical' student that can be applied across many academic settings. However, these norms may not be representative of student performance at a particular school.
- Local Growth Norms: Provide an estimate of typical growth for students within a particular school's population. This provides insight into current levels of student achievement and the effectiveness of instruction in that building. However, these results cannot easily be applied to other dissimilar academic settings.

Example: Using Local Norms in Coordination with Benchmark Data

Baylor Elementary School : Grade Norms: *Correctly Read Words Per Min :* Sample Size: 23 Students

Group Norms: Correctly Read Words Per Min: Book 4-1: Raw Data

31 34 34 39 41 43 52 55 59 61 68 71 74 75 85 89 102 108 112 115 118 118 131

LOCAL NORMS EXAMPLE: Twenty-three 4th-grade students were administered oral reading fluency Curriculum-Based Measurement passages at the 4th-grade level in their school.

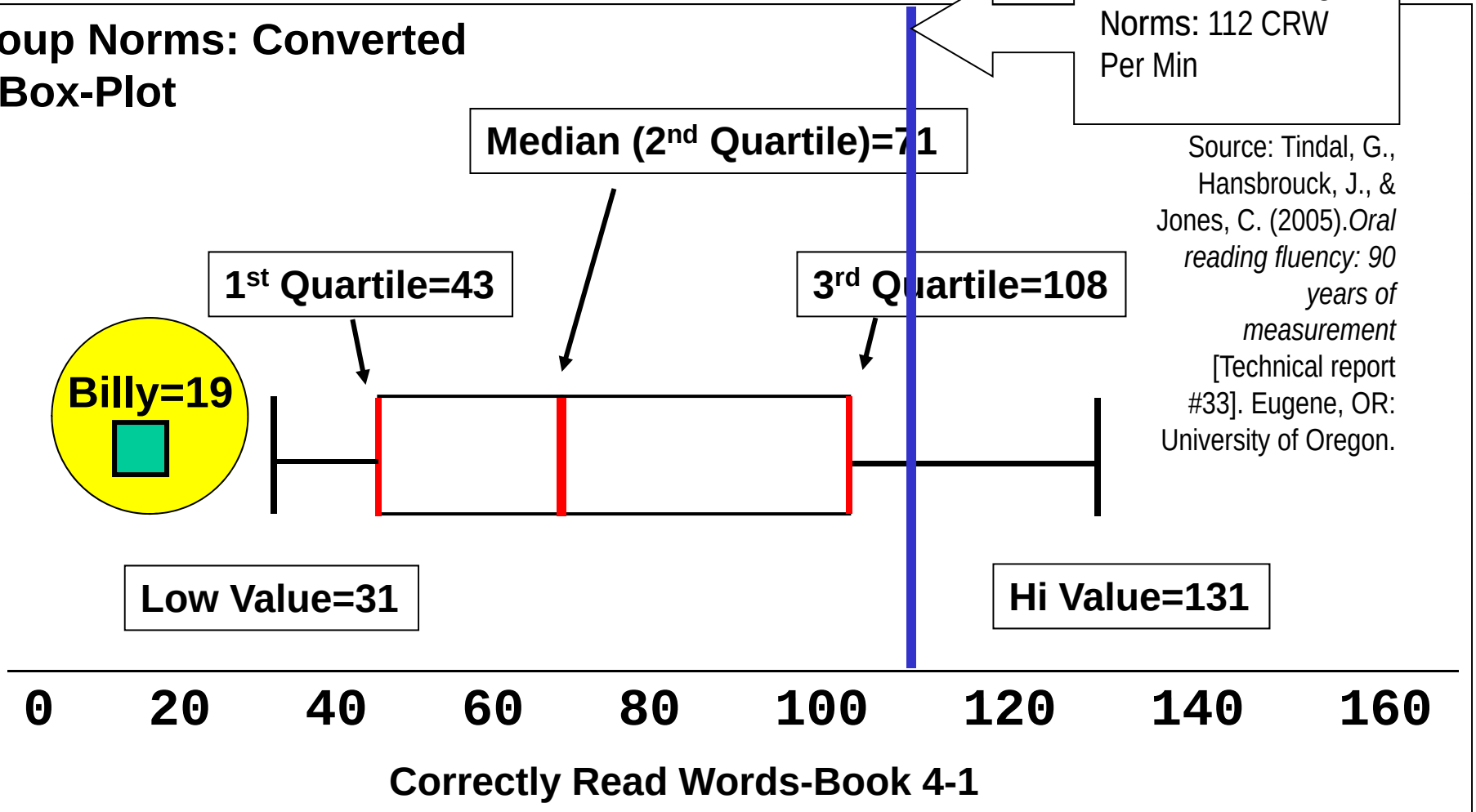
- In their current number form, these data are not easy to interpret.
- So the school converts them into a visual display—a box-plot —to show the distribution of scores and to convert the scores to percentile form.
- When Billy, a struggling reader, is screened in CBM reading fluency, he shows a SIGNIFICANT skill gap when compared to his grade peers.

Baylor Elementary School : Grade Norms: *Correctly Read Words Per Min :* Sample Size: 23 Students
January Benchmarking

Group Norms: Correctly Read Words Per Min: Book 4-1: Raw Data

31 34 34 39 41 43 52 55 59 61 68 71 74 75 85 89 102 108 112 115 118 118 131

Group Norms: Converted to Box-Plot



Source: Tindal, G., Hansbrouck, J., & Jones, C. (2005).*Oral reading fluency: 90 years of measurement* [Technical report #33]. Eugene, OR: University of Oregon.

Considerations for Screening at the Middle and High School Level

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…"

Source: Fuchs L. S., Fuchs, D., and Compton, D. L. (2010). Rethinking response to intervention at middle and high school. *School Psychology Review, 39,* 22-28.

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."

Source: Jimerson, S., Reschly, A.L., & Hess, R. (2008). Best practices in increasing the likelihood of school completion. In A. Thomas & J. Grimes (Eds). Best Practices in School Psychology - 5th Ed (pp. 1085-1097). Bethesda, MD: National Association of School Psychologists.. p.1090

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 progra

1. First, the school must decide on the range of measures or sources of data
2. Next, the school must line up the required resources to conduct the screeni asures to be administered and finding personnel to administer, score, and interprets the
3. Finally, the school must build a process for communicating the screening re nd for using the screening data to identify students who need supplemental (Tier 2 or 3)

Handout available on the conference web page

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.

❑ **Grades**. Teachers focus closely on student grades as indicators of academic success and curriculum mastery.	❑ **Attendance**. Problems with school attendance are strongly predictive of academic problems and drop-out.	❑ **Behavior**. Office disciplinary referrals provide relevant information about problem school behaviors..
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?
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____

Stewart, L. H. & Silberglit, B. (2008). Best practices in developing academic local norms. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 225-242). Bethesda, MD: National Association of School Psychologists.

❑ **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?

- _____
- _____
- _____

❑ **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?

- _____
- _____
- _____

Creating a School-Wide Screening Plan: Recommendations

1. Analyze your student demographics and academic performance and select academic screeners matched to those demographics.
2. Consider piloting new screening tools (e.g., at single grade levels or in selected classrooms) before rolling out through all grade levels.
3. [For secondary schools] Create a plan to review at least quarterly existing data (e.g., grades, attendance, behavior) to identify students at risk.

Creating a School-Wide Screening Plan: Recommendations (Cont.)

4. Ensure that any discussion about grade- or school- or district-wide adoption of RTI screening tools includes general education and special education input.
5. 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 screening tools are being added.
6. If possible, use screening tools found by the National Center on RTI to have 'technical adequacy'.

Team Activity: Creating a Screening Plan for Your School

- Review the recommendations just presented on school-wide screenings.
- If your school is currently using a set of school-wide screeners, discuss how you might evaluate them to ensure that they are adequate and meet your needs.
- If your school does NOT yet have a set of school-wide screeners, discuss how you might begin to select and pilot these screeners.

Off-Level Students and Progress-Monitoring

Focus of Inquiry: How does a school decide on the appropriate intervention and progress-monitoring levels for a student who has significant academic delays? pp. 17-20

RTI Data Challenge: Setting Individual RTI Academic Goals Using Research Norms for Students Receiving 'Off-Level' Interventions

Source: Shapiro, E. S. (2008). Best practices in setting progress-monitoring monitoring goals for academic skill improvement. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 141-157). Bethesda, MD: National Association of School Psychologists.

AIMSweb Cut-Points: Using National Aggregate Sample

- **Low Risk:** At or above the 25th percentile: *Core instruction alone is sufficient for the student.*
- **Some Risk:** 10th to 24th percentile: *Student will benefit from additional intervention, which may be provided by the classroom teacher or other provider (e.g., reading teacher).*
- **At Risk:** Below 10th percentile : *Student requires intensive intervention, which may be provided by the classroom teacher or other provider (e.g., reading teacher).*

Big Ideas in Reading

1. "Phonemic Awareness: The ability to hear and manipulate sounds in words.
2. Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.
3. **Fluency with Text: The effortless, automatic ability to read words in connected text.**
4. Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
5. Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning."

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from http://reading.uoregon.edu/index.php

AIMSweb® Growth Table
Reading-Curriculum Based Measurement
Multi-Year Aggregate
2006-2007 School Year

		Fall		Winter		Spring		
Grade	Percentile	Num	WRC	Num	WRC	Num	WRC	ROI
2	90	80328	105	73547	131	84689	145	1.1
	75		80		106		120	1.1
	50		55		79		94	1.1
	25		28		53		69	1.1
	10		14		25		42	0.8
	Mean		57		79		95	
	StdDev		36		39		40	
3	90	75327	133	69394	151	80557	164	0.9
	75		105		127		140	1
	50		78		98		112	0.9
	25		50		69		84	0.9
	10		30		42		53	0.6
	Mean		80		97		111	
	StdDev		40		42		43	

Source: AIMSweb® Growth Table Reading-Curriculum Based Measurement: Multi-Year Aggregate: 2006-2007 School Year

How to Set a Goal for an 'Off-Level' Intervention

1. **Comparing Student Performance to Benchmarks and Identifying Severe Discrepancies.** The student is administered reading fluency probes equivalent to his or her current grade placement (during the Fall/Winter/Spring schoolwide screening) and the results are compared to peer norms. If the student falls significantly below the level of peers, he or she may need additional assessment to determine whether the student is to receive intervention and assessment 'off grade level'.

Example of Progress-Monitoring Off-Level: Randy

In January, Mrs. Chandler, a 4th-grade teacher, receives her classwide reading fluency screening results. She notes that a student who has recently transferred to her classroom, Randy, performed at **35 Words Read Correct** (WRC) on the 1-minute AIMSweb Grade 4 fluency probes.

Mrs. Chandler consults AIMSweb reading-fluency research norms and finds that a reasonable **minimum** reading rate for students by winter of grade 4 (25th percentile) is **89 WRC**.

Example of Progress-Monitoring
Off-Level: Randy

AIMSweb® Growth Table
Reading-Curriculum Based Measurement
Multi-Year Aggregate
2006-2007 School Year

		Fall		Winter	
Grade	Percentile	Num	WRC	Num	WRC
4	90	57382	151	58592	169
	75		125		141
	50		100		114
	25		73		89
	10		48		62
	Mean		100		115
	StdDev		40		42

Source: AIMSweb® Growth Table Reading-Curriculum Based Measurement: Multi-Year Agg

AIMSweb Norms: 'Typical' reader (25th percentile) in Gr 4 at mid-year (winter norms): 89 WRC

Target Student Randy: 35 WRC

Conclusion: Randy's grade-level performance is in the 'frustration' range.

He requires a Survey-Level Assessment to find his optimal 'instructional' level.

How to Set a Goal for an 'Off-Level' Intervention

2. **Conducting a Survey Level Assessment (SLA).** For students with large discrepancies when compared to benchmarks, the teacher conducts a SLA to determine the student's optimal level for supplemental intervention and progress-monitoring.

- The teacher administers AIMSweb reading probes from successively earlier grade levels and compares the student's performance to the benchmark norms for that grade level.
- The student's 'instructional' level for intervention is the first grade level in which his reading-fluency rate falls at or above the 25th percentile according to the benchmark norms.

Example of Progress-Monitoring Off-Level: Randy

Because Randy's reading fluency rate is so far below the grade-level norms (a gap of 54 WRC), his teacher decides to conduct a Survey Level Assessment to find the student's optimal grade level placement for supplemental reading instruction.

Example of Progress-Monitoring Off-Level: Randy

AIMSweb® Growth Table
Reading-Curriculum Based Measureme
Multi-Year Aggregate
2006-2007 School Year

		Fall		Winter	
Grade	Percentile	Num	WRC	Num	WRC
2	90	80328	105	73547	131
	75		80		106
	50		55		79
	25		28		53
	10		14		25
	Mean		57		79
	StdDev		36		39
3	90	75327	133	69394	151
	75		105		127
	50		78		98
	25		50		69
	10		30		42
	Mean		80		97
	StdDev		40		42

Source: AIMSweb® Growth Table Reading-Curriculum Based Measurement: Multi-Year A

On Grade 2-level probes, Randy attains a median score of 64 WRC.

The AIMSweb winter norm (25th percentile) for a 2nd grade student is 53 WRC.

The student is now in the **'instructional'** range and the Survey Level Assessment ends.

How to Set a Goal for an 'Off-Level' Intervention

3. **Selecting an 'Off-Level' Progress-Monitoring Goal.** To set a progress-monitoring goal, the teacher looks up the benchmark WRC for the 50th percentile at the student's off-level 'instructional' grade level previously determined through the Survey Level Assessment.

Example of Progress-Monitoring Off-Level: Randy

AIMSweb® Growth Table
Reading-Curriculum Based Measureme
Multi-Year Aggregate
2006-2007 School Year

		Fall		Winter	
Grade	Percentile	Num	WRC	Num	WRC
2	90	80328	105	73547	131
	75		80		106
	50		55		79
	25		28		53
	10		14		25
	Mean		57		79
	StdDev		36		39
3	90	75327	133	69394	151
	75		105		127
	50		78		98
	25		50		69
	10		30		42
	Mean		80		97
	StdDev		40		42

Source: AIMSweb® Growth Table Reading-Curriculum Based Measurement: Multi-Year A

Goal-Setting. To find the progress-monitoring goal for Randy, his teacher looks up the benchmark WRC for the 50th percentile at Grade 2 (his off-level 'instructional' grade level)—which is 79 WRC.

This becomes the progress-monitoring goal for the student.

How to Set a Goal for an 'Off-Level' Intervention

4. **Translating the Progress-Monitoring Goal into Weekly Increments.**

The teacher's final task before starting the progress-monitoring is to translate the student's ultimate intervention goal into 'ambitious but realistic' weekly increments.

One useful method for determining weekly growth rates is to start with research-derived growth norms and to then use a 'multiplier' to make the expected rate of weekly growth more ambitious.

How to Set a Goal for an 'Off-Level' Intervention

4. Translating the Progress-Monitoring Goal into Weekly Increments. (Cont.)

- The teacher first looks up the average rate of weekly student growth supplied in the research norms. (NOTE: If available, a good rule of thumb is to use the growth norms for the 50th percentile at the 'off-level' grade at which the student is receiving intervention and being monitored.)
- The teacher then multiplies this grade norm for weekly growth by a figure between 1.5 and 2.0 (Shapiro, 2008). Because the original weekly growth rate represents a typical rate student improvement, using this multiplier to increase the target student's weekly growth estimate is intended accelerate learning and close the gap separating that student from peers.

Example of Progress-Monitoring Off-Level: Randy

AIMSweb® Growth Table
Reading-Curriculum Based Measurement
Multi-Year Aggregate
ool Year

	Winter	Spring		
um	WRC	Num	WRC	ROI
	131		145	1.1
	106		120	1.1
	79		94	1.1
	53	84689	69	1.1
	25		42	0.8
	79		95	
	39		40	
	151		164	0.9
	127		140	1
	98		112	0.9
	69	80557	84	0.9
	42		53	0.6
	97		111	
	42		43	

Randy's ultimate goal is 79 WRC (the 50th percentile norm for grade 2).

During the Survey Level Assessment, Randy was found to read 64 WRC at the 2nd grade level.

There is a 15-WRC gap to be closed to get Randy to his goal.

At 2 additional WRC per week on intervention, Randy should close the gap within about 8 instructional weeks.

Source: AIMSweb® Growth Table Reading-Curriculum Based Measurement: Multi-Year Aggregate: 2006-2007 School Year

How to Set a Goal for an 'Off-Level' Intervention

5. Advancing the Student to Higher Grade Levels for Intervention and Progress-Monitoring

The teacher monitors the student's growth in reading fluency at least once per week (twice per week is ideal).

- When the student's reading fluency exceeds the 50th percentile in Words Read Correct for his or her 'off-level' grade, the teacher reassesses the student's reading fluency using AIMSweb materials at the next higher grade.
- If the student performs at or above the 25th percentile on probes from that next grade level, the teacher advances the student and begins to monitor at the higher grade level.
- The process repeats until the student eventually closes the gap with peers and is being monitored at grade of placement.

Example of Progress-Monitoring Off-Level: Randy

AIMSweb® Growth Table
Reading-Curriculum Based Measurement
Multi-Year Aggregate
2006-2007 School Year

Winter		Spring		
Num	WRC	Num	WRC	ROI
73547	131	84689	145	1.1
	106		120	1.1
	79		94	1.1
	53		69	1.1
	25		42	0.8
	79		95	
	39		40	
69394	151	80557	164	0.9
	127		140	1
	98		112	0.9
	69		84	0.9
	42		53	0.6
	97		111	
	42		43	

Advancing the Student to Higher Grade Levels (Cont.).

So Mrs. Chandler assesses Randy on AIMSweb reading fluency probes for Grade 3 and finds that he reads on average 72 WRC —exceeding the Grade 3 25th percentile cut-off of 69 WRC.

Therefore, Randy is advanced to Grade 3 progress-monitoring and his intervention materials are adjusted accordingly.

Source: AIMSweb® Growth Table Reading-Curriculum Based Measurement: Multi-Year Aggregate: 2006-2007 School Year

Activity: Group Discussion

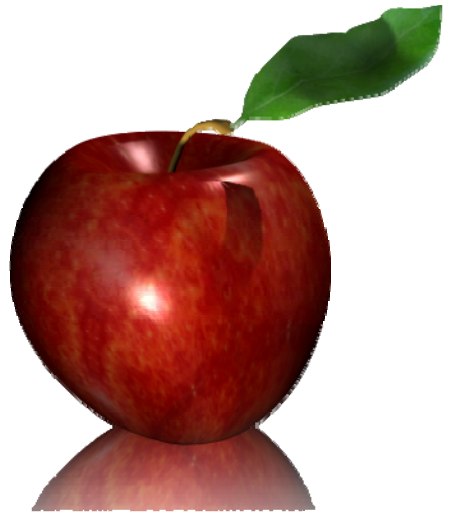
- Review the steps outlined in this workshop for setting goals for students on off-level interventions.
- How prepared is your district to use research norms to guide goal-setting for a student whose intervention is 'off-level'?

Setting Individual RTI Academic Goals Using Research Norms for Students Receiving 'Off-Level' Interventions

1. Comparing Student Performance to Benchmarks and Flagging Extreme Discrepancies
2. Conducting a Survey Level Assessment (SLA).
3. Selecting an 'Off-Level' Progress-Monitoring Goal.
4. Translating a Progress-Monitoring Goal into Weekly Increments.
5. Advancing the Student Who Makes Progress to Higher Grade Levels for Intervention and Progress-Monitoring.

Bringing Structure to Progress-Monitoring

Focus of Inquiry: How can schools train educators to follow a standard format for data collection: baseline, goal, progress-monitoring? pp. 30-34



Classroom Interventions: Potential 'Fatal Flaws'

Any intervention must include 4 essential elements. The absence of any one of the elements would be considered a 'fatal flaw' that prevents the school from drawing meaningful conclusions about the student's response to the intervention:

1. *Clearly defined problem.* The student's target concern is stated in specific, observable, measureable terms. This 'problem identification statement' is the most important step of the problem-solving model (Bergan, 1995), as a clearly defined problem allows the teacher or RTI Team to select a well-matched intervention to address it.
2. *Baseline data*. The teacher or RTI Team measures the student's academic skills in the target concern (e.g., reading fluency, math computation) prior to beginning the intervention. Baseline data becomes the point of comparison throughout the intervention to help the school to determine whether that intervention is effective.

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.

Interventions: Potential 'Fatal Flaws' (Cont.)

3. *Performance goal*. The teacher or RTI Team sets a specific, data-based goal for student improvement during the intervention and a checkpoint date by which the goal should be attained.
4. *Progress-monitoring plan*. The teacher or RTI Team collects student data regularly to determine whether the student is on-track to reach the performance goal.

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.

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'.

Classroom Data Collection Methods: Examples (pp. 21-24)

- Existing data
- Global skill checklist
- Behavioral frequency count/behavior rate
- Rating scales
- Academic skills: Cumulative mastery log
- Work products
- Behavior log
- Curriculum-based measurement

RTI Classroom Progress-Monitoring Worksheet

Student: _____ Teacher: _____ Classroom or Course: _____

SET-UP

A. **Identify the Student Problem:** Describe in clear, specific terms the student academic or behavioral problem:

_____

B. **Select a Data Collection Method:** Choose a method of data collection to measure whether the classroom intervention actually improves the identified student problem (e.g., curriculum-based measurement, etc.).

_____

How frequently will this data be collected?: _____ times per _____

BASELINE

C. **Collect Data to Calculate Baseline:** What method from the choices below will be used to estimate the student's baseline (starting) performance? (NOTE: Generally, at least 3-5 baseline data points are recommended.)

- ☐ From a total of _____ observations, select the median value.
- ☐ From a total of _____ observations, calculate the mean value.
- ☐ Other: _____

Baseline	
1. Date: ___/___/___ Obsv: _____	3. Date: ___/___/___ Obsv: _____
2. Date: ___/___/___ Obsv: _____	4. Date: ___/___/___ Obsv: _____
	5. Date: ___/___/___ Obsv: _____

Baseline Performance: Based on the method selected above, it is calculated that the student's baseline performance is:

_____

PROGRESS-MONITORING

D. **Determine Intervention Timespan:** The intervention will last _____ instructional weeks and end on ___/___/___.

E. **Set a Performance Goal:** What goal is the student expected to achieve if the intervention is successful?
At the end of the intervention, it is predicted that the student will reach this performance goal:

_____

F. **Decide How Student Progress is to Be Summarized:** Select a method for summarizing student progress ('outcome') attained when the intervention ends. *Student progress at the end of the intervention is to be summarized by:*

- ☐ Selecting the median value from the final ____ data-points (e.g.,3).
- ☐ Computing the mean value from the final ____ data-points (e.g.,3).
- ☐ [For time-series graphs]: Calculating the value on the graph trend line at the point that it intercepts the intervention end date.

G. **Evaluate the Intervention Outcome:** At the end of the intervention, compare student progress to goal. If actual progress meets or exceeds goal, the intervention is judged successful.

The student's ACTUAL Progress (Step F) is:	
The PERFORMANCE GOAL for improvement (Step E) is:	

Progress-Monitoring	
1. Date: ___/___/___ Obsv: _____	5. Date: ___/___/___ Obsv: _____
2. Date: ___/___/___ Obsv: _____	6. Date: ___/___/___ Obsv: _____
3. Date: ___/___/___ Obsv: _____	7. Date: ___/___/___ Obsv: _____
4. Date: ___/___/___ Obsv: _____	8. Date: ___/___/___ Obsv: _____
	9. Date: ___/___/___ Obsv: _____

Form: Set-Up

RTI Classroom Progress-Monitoring Worksheet

Student: _____ Teacher: _____ Classroom or Course: _____

SET-UP

A. Identify the Student Problem: Describe in clear, specific terms the student academic or behavioral problem:

_____

B. Select a Data Collection Method: Choose a method of data collection to measure whether the classroom intervention actually improves the identified student problem (e.g., curriculum-based measurement, etc.).

_____

Example: Set-Up

RTI Classroom Progress-Monitoring Worksheet

Student: Brian Jones Teacher: Mrs. Braniff Classroom or Course: Gr 3

SET-UP

A. Identify the Student Problem: Describe in clear, specific terms the student academic or behavioral problem:
Need to Become Fluent in Multiplication Facts: 0 to 9

B. Select a Data Collection Method: Choose a method of data collection to measure whether the classroom intervention actually improves the identified student problem (e.g., curriculum-based measurement, etc.).
Curriculum-Based Measurement: 2-Minute Timed Math Computation Probes

How frequently will this data be collected?: 1 times per Week

Mrs. Braniff, Grade 3 teacher, wants to monitor her student, Brian, whose intervention target is math computation fluency with multiplication facts. The intervention to be used is 'explicit time drills'. The teacher decides to monitor Brian using CBM math computation probes (2 minutes) created on www.interventioncentral.org. She will monitor the student weekly.

Form: Baseline

BASELINE

C. Collect Data to Calculate Baseline: What method from the choices below will be used to estimate the student's baseline (starting) performance? (NOTE: Generally, at least 3-5 baseline data points are recommended.)

❑ From a total of _____ observations, select the **median** value.

❑ Other: _____

❑ From a total of _____ observations, calculate the **mean** value.

_____

Baseline	3. Date: ____/____/____ Obsv: _____
1. Date: ____/____/____ Obsv: _____	4. Date: ____/____/____ Obsv: _____
2. Date: ____/____/____ Obsv: _____	5. Date: ____/____/____ Obsv: _____

Baseline Performance: Based on the method selected above, it is calculated that the student's baseline performance is:

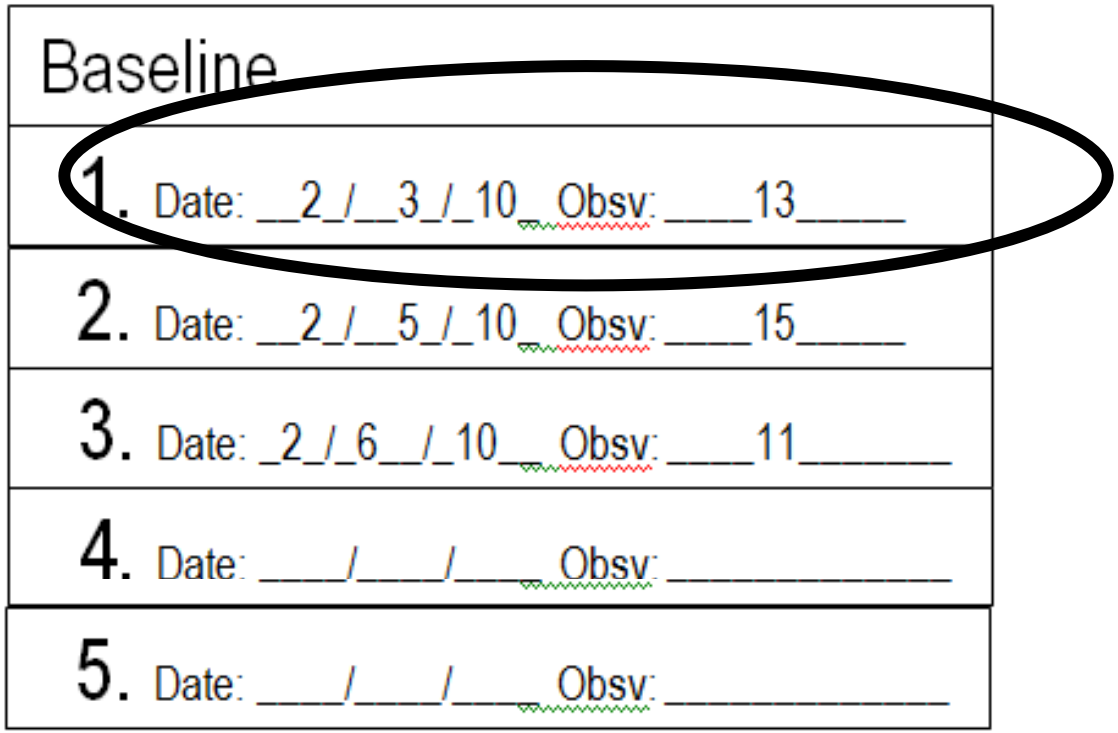
_____

Baseline: Defining the Student Starting Point

- Baseline data provide the teacher with a snapshot of the student's academic skills or behavior before the intervention begins.
- An estimate of baseline is essential in order to measure at the end of the intervention whether the student made significant progress.
- Three to five data-points are often recommended—because student behavior can be variable from day to day.

Baseline: Using the Median Score

If several data points are collected, the middle, or median, score can be used to estimate student performance. Selecting the median can be a good idea when student data is quite variable.



Baseline: Using the Mean Score

If several data points are collected, an average, or mean, score can be calculated by adding up all baseline data and dividing by the number of data points.

Baseline
1. Date: __2_/__3_/_10_ Obsv: ____13_____
2. Date: __2_/__5_/_10_ Obsv: ____15_____
3. Date: _2_/_6__/_10__ Obsv: ____11_____
4. Date: ____/____/____ Obsv: _____
5. Date: ____/____/____ Obsv: _____

13+15+11=39

39 divided by 3=13

Mean = 13

Example: Baseline

BASELINE

C. Collect Data to Calculate Baseline: What method from the choices below will be used to estimate the student's baseline (starting) performance? (NOTE: Generally, at least 3-5 baseline data points are recommended.)

☑ From a total of 3 observations, select the **median** value. ☐ Other: _____

☐ From a total of _____ observations, calculate the **mean** value. _____

Baseline	3. Date: 11 / 21 /2011 Obsv: 34
1. Date: 11 / 14 /2011 Obsv: 31	4. Date: ___/___/___ Obsv: _____
2. Date: 11 / 17 /2011 Obsv: 28	5. Date: ___/___/___ Obsv: _____

Baseline Performance: Based on the method selected above, it is calculated that the student's baseline performance is:

31 Correct Digits in 2 minutes

Mrs. Braniff decides to collect 3 baseline observations of Brian using math computation probes. Because his results from day to day may vary, she also chooses to estimate his baseline (starting) performance by selecting the median/middle value from the 3 data points.

Form: Progress-Monitoring Section

PROGRESS-MONITORING

D. Determine Intervention Timespan: The intervention will last _____ instructional weeks and end on ____/____/____.

E. Set a Performance Goal: What goal is the student expected to achieve if the intervention is successful?
At the end of the intervention, it is predicted that the student will reach this performance goal:

_____

F. Decide How Student Progress is to Be Summarized: Select a method for summarizing student progress ('outcome') attained when the intervention ends. S*tudent progress at the end of the intervention is to be summarized by:*

- ❑ Selecting the **median** value from the final ____ data-points (e.g.,3).
- ❑ Computing the **mean** value from the final ____ data-points (e.g.,3).
- ❑ [For time-series graphs]: Calculating the **value on the graph trend line** at the point that it intercepts the intervention end date.

G. Evaluate the Intervention Outcome: At the end of the intervention, compare student progress to goal. If **actual progress** meets or exceeds **goal**, the intervention is judged successful.

The student's ACTUAL Progress (Step F) is:	
The PERFORMANCE GOAL for improvement (Step E) is:	

Progress-Monitoring	
1. Date: ____/____/____ Obsv: _____	6. Date: ____/____/____ Obsv: _____
2. Date: ____/____/____ Obsv: _____	7. Date: ____/____/____ Obsv: _____
3. Date: ____/____/____ Obsv: _____	8. Date: ____/____/____ Obsv: _____
4. Date: ____/____/____ Obsv: _____	9. Date: ____/____/____ Obsv: _____
	5. Date: ____/____/____ Obsv: _____

Example: Progress-Monitoring Section

PROGRESS-MONITORING

D. Determine Intervention Timespan: The intervention will last 6 instructional weeks and end on 1 / 13 /2012

E. Set a Performance Goal: What goal is the student expected to achieve if the intervention is successful?
At the end of the intervention, it is predicted that the student will reach this performance goal:

40 Correct Digits in 2 minutes

F. Decide How Student Progress is to Be Summarized: Select a method for summarizing student progress ('outcome') attained when the intervention ends. *Student progress at the end of the intervention is to be summarized by:*

- ☐ Selecting the **median** value from the final ____ data-points (e.g.,3).
- ☑ Computing the **mean** value from the final 2 data-points (e.g.,3).
- ☐ [For time-series graphs]: Calculating the **value on the graph trend line** at the point that it intercepts the intervention end date.

G. Evaluate the Intervention Outcome:
At the end of the intervention, compare student progress to goal. If **actual progress** meets or exceeds **goal,** the intervention is judged successful.

The student's ACTUAL Progress (Step F) is:	42
The PERFORMANCE GOAL for improvement (Step E) is:	40

Progress-Monitoring	
1. Date: 12 / 02 /2011 Obsv: 29	5. Date: 01 / 06 /2012 Obsv: 41
2. Date: 12 / 09 /2011 Obsv: 34	6. Date: 01 / 13 /2012 Obsv: 43
3. Date: 12 / 16 /2011 Obsv: 35	7. Date: ___/___/___ Obsv: _____
4. Date: 12 / 22 /2011 Obsv: 39	8. Date: ___/___/___ Obsv: _____
	9. Date: ___/___/___ Obsv: _____

Form: Determine Intervention Timespan

D. Determine Intervention Timespan: The intervention will last _____ instructional weeks and end on ____/____/____.

Intervention 'Timespan': How Long is Long Enough?

Any intervention should be allowed sufficient time to demonstrate whether it is effective. The limitation on how quickly an intervention can be determined to be 'effective' is usually the sensitivity of the measurement tools. As a rule, behavioral interventions tend to show effects more quickly than academic interventions—because academic skills take time to increase, while behavioral change can be quite rapid.

A good rule of thumb for classroom interventions it to allow 4-8 instructional weeks to judge the intervention.

Example: Determine Intervention Timespan

D. Determine Intervention Timespan: The intervention will last 6 instructional weeks and end on 1 / 13 /2012

Mrs. Braniff plans for the intervention to last 6 instructional weeks. She looks up the end date for the intervention on the school calendar and enters it into the form.

Form: Performance Goal

E. Set a Performance Goal: What goal is the student expected to achieve if the intervention is successful?
At the end of the intervention, it is predicted that the student will reach this performance goal:

The outcome goal for an intervention can be estimated as follows:

- If there are research academic norms or local norms available (e.g., DIBELS), these can be useful to set a goal criterion.
- The teacher can screen a classroom to determine average performance.
- The teacher can select 3-4 'typical' students in the class, administer an academic measure (e.g., curriculum-based measurement writing) to calculate a 'micro-norm'.
- The teacher can rely on 'expert opinion' of what is a typical level of student performance.

Example: Performance Goal p. 45

E. Set a Performance Goal: What goal is the student expected to achieve if the intervention is successful?

At the end of the intervention, it is predicted that the student will reach this performance goal:

40 Correct Digits in 2 minutes

Mrs. Braniff sets the student goal at the conclusion of the intervention to be 40 Correct Digits in 2 minutes. This goal is based on research norms.

Curriculum-Based Measurement: Math Computation (Adapted from Deno & Mirkin, 1977)

Grade	Digits Correct in 2 Minutes	Digits Incorrect in 2 Minutes
1-3	20-38	6-14
4 & Up	40-78	6-14

Comments: These math computation norms are still widely referenced. However, the norms were collected nearly 30 years ago and may not be widely representative because they were drawn from a relatively small sample of students. Additionally, the norms make no distinction between easy and more challenging math computation problem types. Because of these limitations, these norms are best regarded as a rough indicator of 'typical' student math computation skills.

Form: How Progress to Be Summarized

F. **Decide How Student Progress is to Be Summarized:** Select a method for summarizing student progress ('outcome') attained when the intervention ends. S*tudent progress at the end of the intervention is to be summarized by:*

- ❑ Selecting the **median** value from the final ____ data-points (e.g.,3).
- ❑ Computing the **mean** value from the final ____ data-points (e.g.,3).
- ❑ [For time-series graphs]: Calculating the **value on the graph trend line** at the point that it intercepts the intervention end date.

Example: How Progress to Be Summarized

F. Decide How Student Progress is to Be Summarized: Select a method for summarizing student progress ('outcome') attained when the intervention ends. *Student progress at the end of the intervention is to be summarized by:*

- ☐ Selecting the **median** value from the final ____ data-points (e.g.,3).
- ☑ Computing the **mean** value from the final 2 data-points (e.g.,3).
- ☐ [For time-series graphs]: Calculating the **value on the graph trend line** at the point that it intercepts the intervention end date.

Mrs. Braniff decides to summarize the student's intervention outcome by selecting the last two data points and averaging them (mean).

Form: Progress-Monitoring Data

Progress-Monitoring	5. Date: ____/____/____ Obsv: _____
1. Date: ____/____/____ Obsv: _____	6. Date: ____/____/____ Obsv: _____
2. Date: ____/____/____ Obsv: _____	7. Date: ____/____/____ Obsv: _____
3. Date: ____/____/____ Obsv: _____	8. Date: ____/____/____ Obsv: _____
4. Date: ____/____/____ Obsv: _____	9. Date: ____/____/____ Obsv: _____

Example: Progress-Monitoring Data

Progress-Monitoring	5. Date: 01 / 06 /2012 Obsv: 41
1. Date: 12 / 02 /2011 Obsv: 29	6. Date: 01 / 13 /2012 Obsv: 43
2. Date: 12 / 09 /2011 Obsv: 34	7. Date: ____/____/____ Obsv: _____
3. Date: 12 / 16 /2011 Obsv: 35	8. Date: ____/____/____ Obsv: _____
4. Date: 12 / 22 /2011 Obsv: 39	9. Date: ____/____/____ Obsv: _____

Mrs. Braniff administers Brian a CBM multiplication math facts probe weekly during the intervention and records the results on the form.

Form: Evaluate the Intervention Outcome

G. Evaluate the Intervention Outcome:

At the end of the intervention, compare student progress to goal. If **actual progress** meets or exceeds **goal**, the intervention is judged successful.

The student's ACTUAL Progress (Step F) is:	
The PERFORMANCE GOAL for improvement (Step E) is:	

Example: Evaluate the Intervention Outcome

G. Evaluate the Intervention Outcome:

At the end of the intervention, compare student progress to goal. If **actual progress** meets or exceeds **goal**, the intervention is judged successful.

The student's ACTUAL Progress (Step F) is:	42
The PERFORMANCE GOAL for improvement (Step E) is:	40

At the end of the intervention, Mrs. Braniff find that the student's **actual progress** (42 CDs in 2 mins) exceeds the **intervention goal** of 40 CDs. The intervention is judged to be a success.

Team Activity: Structuring Student Data Collection

At your tables:

- Talk about ways that you routinely collect data in your classrooms.
- Discuss how you can use the 'structuring student data collection' framework presented in this workshop for different kinds of classroom data.

"…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

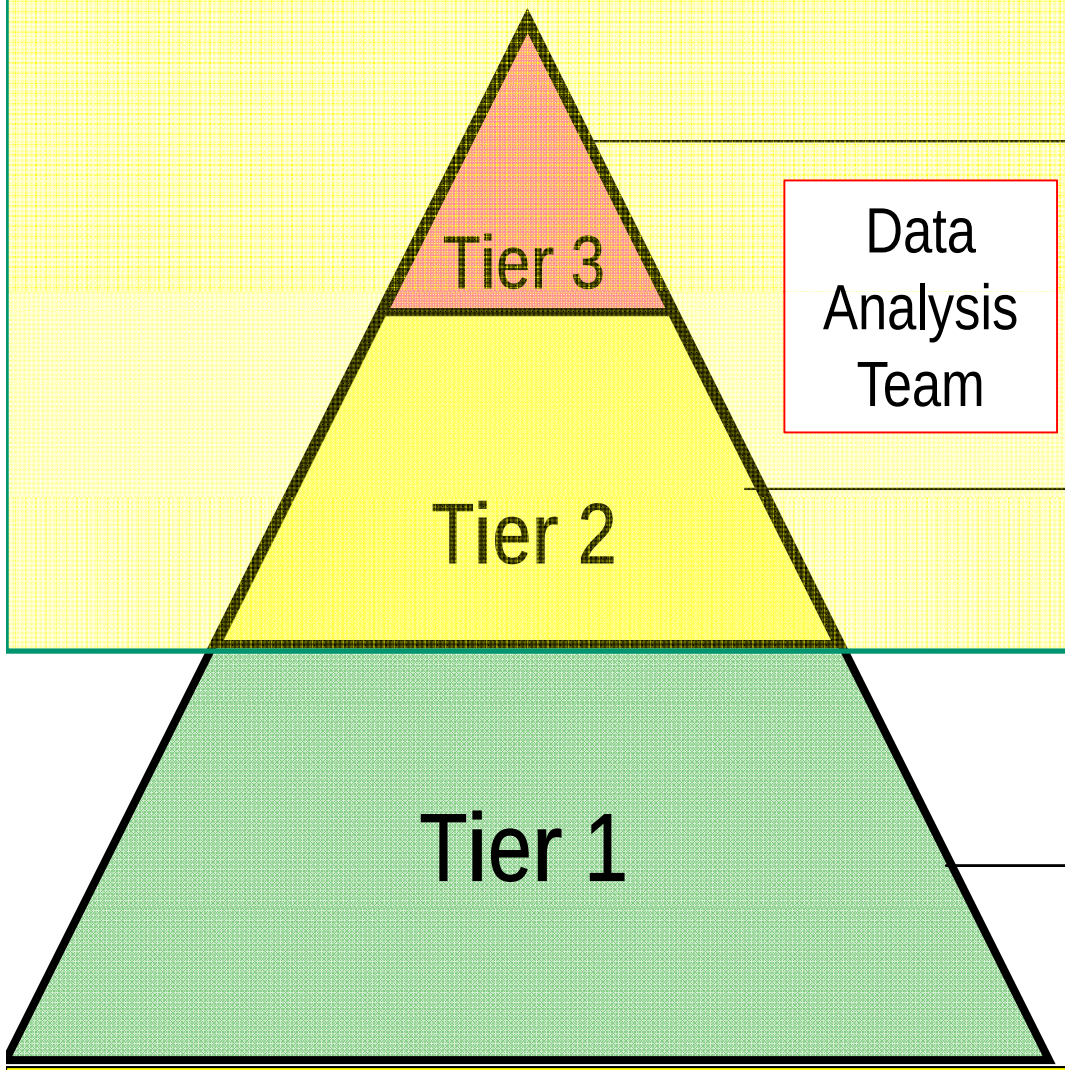
(Student Support Team Association for Georgia Educators)

RTI: Creating a Data Analysis Team to Manage Tier 2/3 Services

Jim Wright
www.interventioncentral.org

INTERVENTION CENTRAL

RTI 'Pyramid of Interventions'



Data Analysis Team

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

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

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

Data Analysis Team: Definition

The Data Analysis Team (DAT) is the gatekeeper for Tier 2/3 services.

The DAT meets at least 3 times per year, after fall, winter, and spring schoolwide academic screenings, to review screening results and to select students for Tier 2/3 intervention services.

Optionally, the DAT also meets periodically between screenings (e.g., once per month) to review the progress of students on Tier 2/3 intervention. If appropriate, students can be moved into, across, and out of Tier 2/3 groups between screenings if the data support such moves.

Data Analysis Team: Objectives

The DAT's objectives during fall/winter/spring reviews of screening data are to:

1. Review with classroom teachers whether at least 80% of students reached benchmark/proficiency
2. Brainstorm core instructional strategies that can help to address patterns of weakness found at the Tier 1 group level.
3. Sort students found to be at risk into two groups:

– Mild risk: Classroom teacher can provide interventions and progress-monitor at Tier 1

– More severe risk: Student is placed in supplemental (Tier 2/3) intervention.

Data Analysis Team: Skillset

Core members serving on the DAT should be knowledgeable about:

- The interpretation of RTI screening and progress-monitoring data.
- The range of Tier 2/3 programs/groups in the school (and any available slots within those programs/groups).
- The setting of academic performance goals for individual students.
- Strong instructional practices that support groups (core instruction) and individual students (classroom or supplemental intervention).

Data Analysis Team: Membership

In your teams:

- List personnel (positions) that might serve as 'core members' of the Data Analysis Team.
- Which core member(s) should facilitate DAT meetings with grade-level teacher teams?

Core members serving on the DAT should be knowledgeable about:

- The interpretation of RTI screening and progress-monitoring data.
- The range of Tier 2/3 programs/groups in the school (and any available slots within those programs/groups).
- The setting of academic performance goals for individual students.
- Strong instructional practices that support groups (core instruction) and individual students (classroom or supplemental intervention).

Data Analysis Team: Data Preparation

In preparation for a DAT screening data meeting (Fall, Winter, Spring):

- Building-wide screening data are entered into electronic format to facilitate storage and retrieval (e.g., Excel spreadsheet, RTI-M Direct, AIMSWeb).
- Reports are generated listing students at risk (below benchmark)—organized by 'strategic' (moderate risk) and 'intensive' (higher risk).
- Copies of benchmark criteria (e.g., DIBELS NEXT) are brought to the DAT meeting.

Benchmark Example: DIBELS NEXT Grade 3

Third Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	220 +	285 +	330 +
	Below Benchmark	Likely to Need Strategic Support	180 - 219	235 - 284	280 - 329
	Well Below Benchmark	Likely to Need Intensive Support	0 - 179	0 - 234	0 - 279
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	95% +	96% +	97% +
	Below Benchmark	Likely to Need Strategic Support	89% - 94%	92% - 95%	94% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 88%	0% - 91%	0% - 93%

Tier 2 Data Analysis Team: Structuring Screening-Data Meetings

Data Analysis Team: Structure of Screening Data Meetings

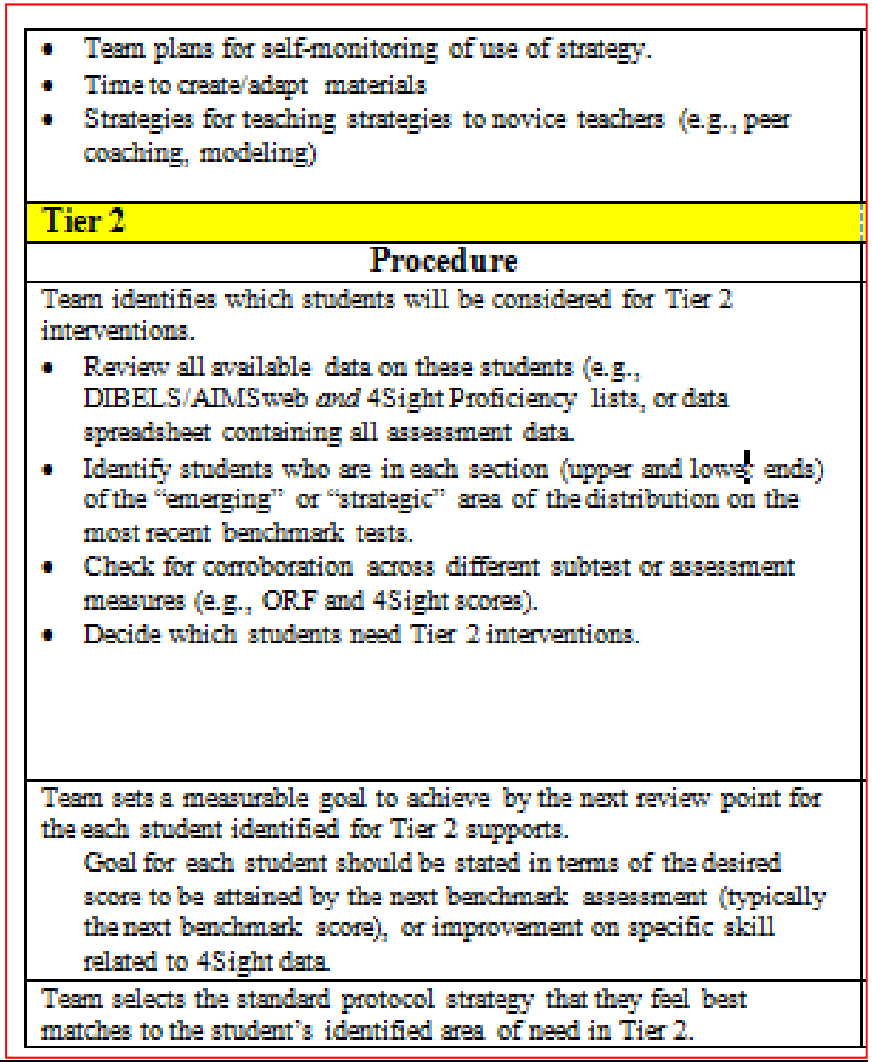
During screening data meetings, the DAT meets with teams of grade-level teachers to:

- systematically look at the impact of core instruction (goal: at least 80 percent of students reaching the screening benchmark)
- offer recommendations for classroom instructional practice to boost student performance at Tier 1
- identify those students who need supplemental (Tier /3) intervention services.

Source: Kovaleski, J. F., Roble, M., & Agne, M. (n.d.). The RTI Data Analysis Teaming process. Retrieved on May 3, 2011, from http://www.rtinetwork.org/essential/assessment/data-based/teamprocess

Data Analysis Team: Meeting Structure/Script

On the conference webpage, you can download a script, *Data Analysis for Instructional Decision Making: Team Process*, as a structure for running your DAT meetings.



- Team plans for self-monitoring of use of strategy.
- Time to create/adapt materials
- Strategies for teaching strategies to novice teachers (e.g., peer coaching, modeling)

Tier 2

Procedure

Team identifies which students will be considered for Tier 2 interventions.

- Review all available data on these students (e.g., DIBELS/AIMSweb *and* 4Sight Proficiency lists, or data spreadsheet containing all assessment data.
- Identify students who are in each section (upper and lower ends) of the "emerging" or "strategic" area of the distribution on the most recent benchmark tests.
- Check for corroboration across different subtest or assessment measures (e.g., ORF and 4Sight scores).
- Decide which students need Tier 2 interventions.

Team sets a measurable goal to achieve by the next review point for the each student identified for Tier 2 supports.

Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill related to 4Sight data.

Team selects the standard protocol strategy that they feel best matches to the student's identified area of need in Tier 2.

Data Analysis Team: Next Steps

In your teams:

- Next Steps: Discuss how your school might put together a Data Analysis Team to meet at least three times per year after fall/winter/spring screenings.

A Word About ‘Data Walls’

Data Walls

- 'Data walls' are visual displays of student academic performance data at the class, gradewide, or schoolwide level that are publicly posted.
- There is a large degree of variability in use of 'data walls'.
  - Some create data walls that are aggregate information at the class, grade, or school level (e.g., Reeves, 2006).
  - Other data walls list the academic performance of individual students within a class or grade.

Source: Reeves, D. B. (2006). *Data walls or 'the science fair for grownups*'. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/4fidtguidelinesdatawalls.pdf

'Aggregate' Data Walls: Three Elements

A data wall that aggregates group data has three components (Reeves, 2006):

- LEFT PANEL: External data—most typically state test scores.
- MIDDLE PANEL: Internal data: classroom assessments or other school data selected as meaningful: e.g., AIMSWeb oral reading fluency screening data, DRA assessments.
- RIGHT PANEL: 'Inferences and conclusions' drawn from the data.

Source: Reeves, D. B. (2006). *Data walls or 'the science fair for grownups'*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/4fidtguidelinesdatawalls.pdf

"CRITICALLY IMPORTANT: Data Walls are not for the purpose of impressing outside observers, the superintendent, or any other external audience. The primary purpose of Data Walls is to help principals share information with their fellow principals and, most importantly, with their faculties."

Reeves, 2006

Source: Reeves, D. B. (2006). *Data walls or 'the science fair for grownups'*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/4fidtguidelinesdatawalls.pdf

Data Walls: Advantages

- Allows for schools to 'triangulate' data (i.e., synthesize several sources of data to draw conclusions).
- The visual display of data can make it more accessible, meaningful to educators.
- The 'public posting' of data can increase a sense of educator accountability.

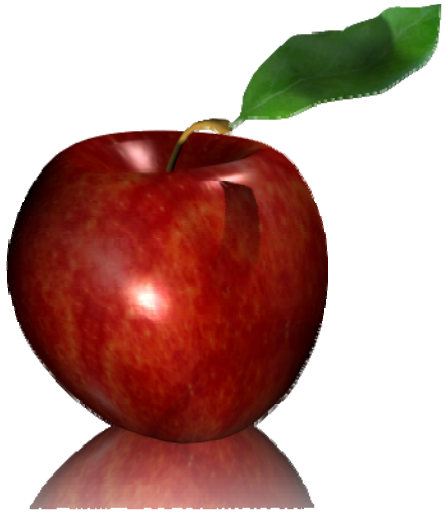
Data Walls: Caution

- Individual student names should be kept off of data walls that are posted for public display.

Source: Reeves, D. B. (2006). *Data walls or 'the science fair for grownups'*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/4fidtguidelinesdatawalls.pdf

Collecting Classroom Data

Focus of Inquiry: What are some examples of data collection in the classroom?



Classroom Data Collection Methods: Examples

- Existing data
- Global skills checklist
- Behavioral frequency count/behavior rate
- Rating scales (including Behavior Report Cards)
- Academic skills: Cumulative mastery log
- Work products
- Behavior log
- Curriculum-based measurement

Monitoring Student Academic or General Behaviors: Behavior Report Cards

Behavior Report Cards (BRCs) Are…

brief forms containing student behavior-rating items. The teacher typically rates the student daily (or even more frequently) on the BRC. The results can be graphed to document student response to an intervention.

Behavior Report Cards Can Monitor Many Behaviors, Including…

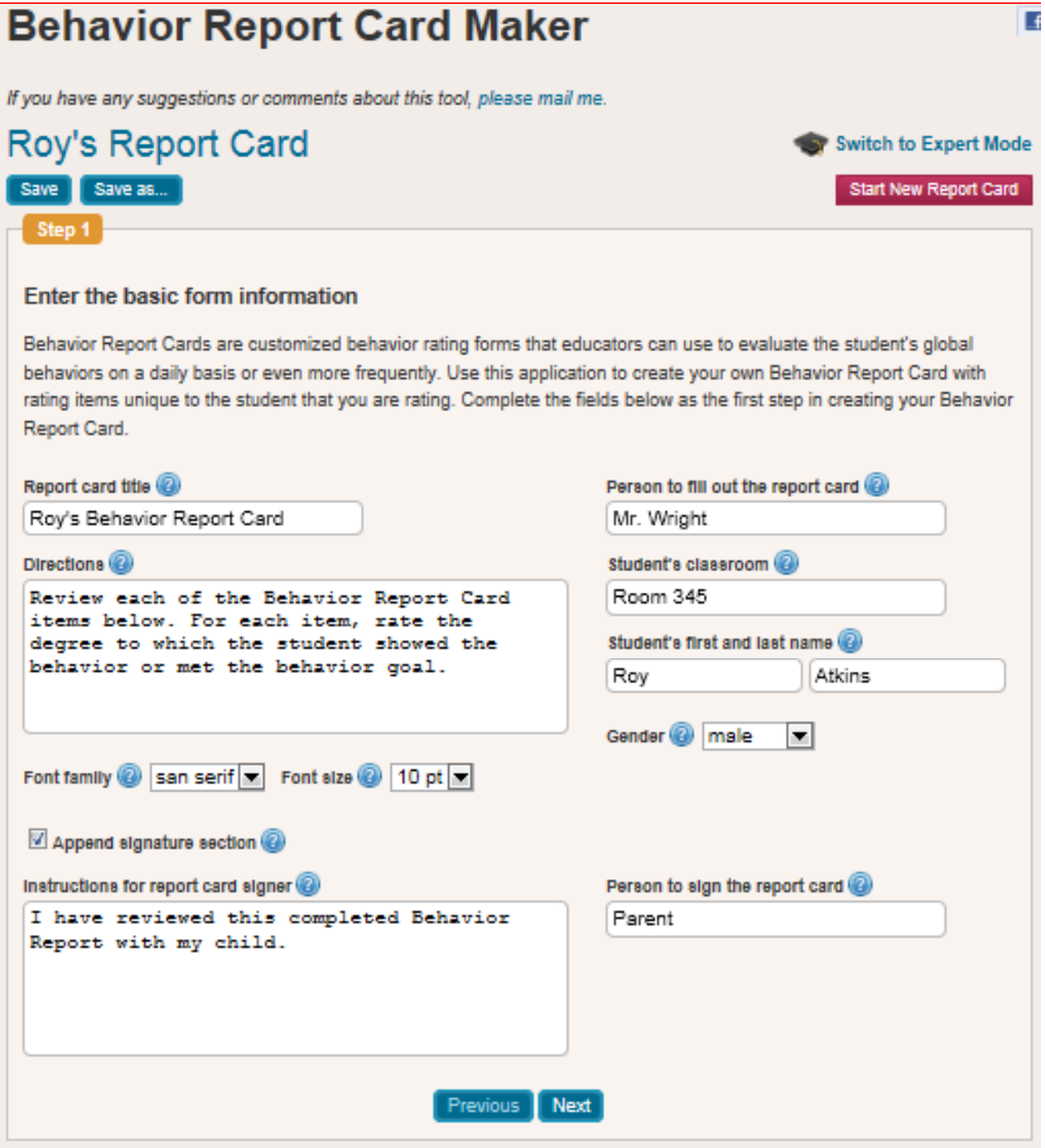
- Hyperactivity
- On-Task Behavior (Attention)
- Work Completion
- Organization Skills
- Compliance With Adult Requests
- Ability to Interact Appropriately With Peers

Behavior Report Card Generator

- Helps teachers to define student problem(s) more clearly.
- Reframes student concern(s) as replacement behaviors, to increase the likelihood for success with the academic or behavioral intervention.
- Provides a fixed response format each day to increase the consistency of feedback about the teacher's concern(s).
- Can serve as a vehicle to engage other important players (student and parent) in defining the problem(s), monitoring progress, and implementing interventions.

Behavior Report Card Maker

www.interventioncentral.org



Behavior Report Card Maker

www.interventioncentral.org

Example: Daily Report Card

Jim's Report Card

Student Name: Brian 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.

Brian spoke respectfully and complied within 1 minute with adult requests without argument or complaint.

The degree to which Brian met this behavior goal

☹ 1 😐 2 ☺ 3

Brian sat in class without fidgeting or squirming more than most peers.

How well Brian did in meeting the behavior goal

1.....2.....3

Poor Fair Good

Brian turned in his completed homework on time.

Did Brian succeed in this behavior goal?

❑ YES ❑ NO

Brian went to the nurse only when needed.

How well Brian did in meeting the behavior goal

1.....2.....3

Poor Fair Good

Brian spoke respectfully and complied within 1 minute with adult requests without argument or complaint.

How well Brian did in meeting the behavior goal

1.....2.....3

Poor Fair Good

Classroom Data Collection

Global skills checklist. The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills--a process known as 'discrete categorization' (Kazdin, 1989). An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully displays each of the sub-skills on a given day. Classroom teachers can use these checklists as convenient tools to assess whether a student has the minimum required range of academic enabling skills for classroom success.

'Academic Enabler' Observational Checklists: Measuring Students' Ability to Manage Their Own Learning

'Academic Enabler' Skills: Why Are They Important?

Student academic success requires more than content knowledge or mastery of a collection of cognitive strategies. Academic accomplishment depends also on a set of ancillary skills and attributes called 'academic enablers' (DiPerna, 2006). Examples of academic enablers include:

- Study skills
- Homework completion
- Cooperative learning skills
- Organization
- Independent seatwork

Source: DiPerna, J. C. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. *Psychology in the Schools, 43*, 7-17.

‘Academic Enabler’ Skills: Why Are They Important? (Cont.)

Because academic enablers are often described as broad skill sets, however, they can be challenging to define in clear, specific, measureable terms. A useful method for defining a global academic enabling skill is to break it down into a checklist of component sub-skills--a process known as ‘discrete categorization’ (Kazdin, 1989). An observer can then use the checklist to note whether a student successfully displays each of the sub-skills.

Source: Kazdin, A. E. (1989). *Behavior modification in applied settings* (4th ed.). Pacific Gove, CA: Brooks/Cole.

'Academic Enabler' Skills: Sample Observational Checklists

Study Skills. The student:				
❑ takes complete, organized class notes in legible form and maintains them in one accessible note book	Poor 1	Fair 2	Good 3	NA _
❑ reviews class notes frequently (e.g., after each class) to ensure understanding	Poor 1	Fair 2	Good 3	NA _
❑ When reviewing notes, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor	Poor 1	Fair 2	Good 3	NA _
❑ follows an efficient strategy to study for tests and quizzes	Poor 1	Fair 2	Good 3	NA _
❑ allocates enough time to study for tests and quizzes	Poor 1	Fair 2	Good 3	NA _
❑ is willing to seek help from the teacher to answer questions or clear up areas of confusion	Poor 1	Fair 2	Good 3	NA _
❑ Other: _____				
Comments: _____ _____				

'Academic Enabler' Skills: Sample Observational Checklists

Organization Skills. The student:				
❑ arrives to class on time.	Poor 1	Fair 2	Good 3	NA _
❑ maintains organization of locker to allow student to efficiently store and retrieve needed books, assignments, work materials, and personal belongings	Poor 1	Fair 2	Good 3	NA _
❑ maintains organization of backpack or book bag to allow student to efficiently store and retrieve needed books, assignments, work materials, and personal belongings	Poor 1	Fair 2	Good 3	NA _
❑ brings to class the necessary work materials expected for the course (e.g., pen, paper, calculator, etc.)	Poor 1	Fair 2	Good 3	NA _
❑ is efficient in switching work materials when transitioning from one in-class learning activity to another	Poor 1	Fair 2	Good 3	NA _
❑ Other: _____	Poor 1	Fair 2	Good 3	NA _
Comments: _____ _____				

'Academic Enabler' Skills: Sample Observational Checklists

Homework Completion. The student:				
❑ writes down homework assignments accurately and completely	Poor 1	Fair 2	Good 3	NA _
❑ makes use of available time in school (e.g., study halls, homeroom) to work on homework	Poor 1	Fair 2	Good 3	NA _
❑ has an organized, non-distracting workspace available at home to do homework	Poor 1	Fair 2	Good 3	NA _
❑ creates a work plan before starting homework (e.g., sequencing the order in which assignments are to be completed; selecting the most challenging assignment to start first when energy and concentration are highest)	Poor 1	Fair 2	Good 3	NA _
❑ when completing homework, uses highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor	Poor 1	Fair 2	Good 3	NA _
❑ turns in homework on time	Poor 1	Fair 2	Good 3	NA _
❑ Other: _____	Poor 1	Fair 2	Good 3	NA _
Comments: _____ _____				

'Academic Enabler' Skills: Sample Observational Checklists

Cooperative Learning Skills. The student:				
❑ participates in class discussion	Poor 1	Fair 2	Good 3	NA _
❑ gets along with others during group/pair activities	Poor 1	Fair 2	Good 3	NA _
❑ participates fully in group/pair activities	Poor 1	Fair 2	Good 3	NA _
❑ does his or her 'fair share' of work during group/pair activities	Poor 1	Fair 2	Good 3	NA _
❑ is willing to take a leadership position during group/pair activities	Poor 1	Fair 2	Good 3	NA _
❑ Other: _____	Poor 1	Fair 2	Good 3	NA _

Comments:

_____

_____

'Academic Enabler' Skills: Sample Observational Checklists

Independent Seat Work. The student:				
❑ has necessary work materials for the assignment	Poor 1	Fair 2	Good 3	NA _
❑ is on-task during the assignment at a level typical for students in the class	Poor 1	Fair 2	Good 3	NA _
❑ refrains from distracting behaviors (e.g., talking with peers without permission, pen tapping, vocalizations such as loud sighs or mumbling, etc.)	Poor 1	Fair 2	Good 3	NA _
❑ recognizes when he or she needs teacher assistance and is willing to that assistance	Poor 1	Fair 2	Good 3	NA _
❑ requests teacher assistance in an appropriate manner	Poor 1	Fair 2	Good 3	NA _
❑ requests assistance from the teacher only when really needed	Poor 1	Fair 2	Good 3	NA _
❑ if finished with the independent assignment before time expires, uses remaining time to check work or engage in other academic activity allowed by teacher	Poor 1	Fair 2	Good 3	NA _
❑ takes care in completing work—as evidenced by the quality of the finished assignment	Poor 1	Fair 2	Good 3	NA _
❑ is reliable in turning in assignments done in class.	Poor 1	Fair 2	Good 3	NA _
❑ Other: _____	Poor 1	Fair 2	Good 3	NA _
Comments: _____ _____				

'Academic Enabler' Skills: Sample Observational Checklists

Motivation. The student:				
❑ has a positive sense of 'self-efficacy' about the academic content area (self-efficacy can be defined as the confidence that one can be successful in the academic discipline or subject matter if one puts forth reasonable effort)	Poor 1	Fair 2	Good 3	NA –
❑ displays some apparent *intrinsic* motivation to engage in course work (e.g., is motivated by topics and subject matter discussed or covered in the course; finds the act of working on course assignments to be reinforcing in its own right)	Poor 1	Fair 2	Good 3	NA –
❑ displays apparent *extrinsic* motivation to engage in course work (e.g., is motivated by grades, praise, public recognition of achievement, access to privileges such as sports eligibility, or other rewarding outcomes)	Poor 1	Fair 2	Good 3	NA –
❑ Other: _____	Poor 1	Fair 2	Good 3	NA –
Comments: _____ _____				

‘Academic Enabler’ Skills: Sample Observational Checklists

Teacher-Defined Academic Enabling Skill:

Skill Name: _____

Essential Subskills: The student::

❑ _____	Poor 1 Fair 2 Good 3 NA –
❑ _____	Poor 1 Fair 2 Good 3 NA –
❑ _____	Poor 1 Fair 2 Good 3 NA –
❑ _____	Poor 1 Fair 2 Good 3 NA
❑ _____	Poor 1 Fair 2 Good 3 NA

Comments:

_____

_____

Activity: Classroom Data Collection

At your tables:

- Discuss the Academic Enabler Checklists and/or Daily Behavior Report Card as classroom monitoring tools.
- How could your school use these data collection tools to help with classroom progress-monitoring?

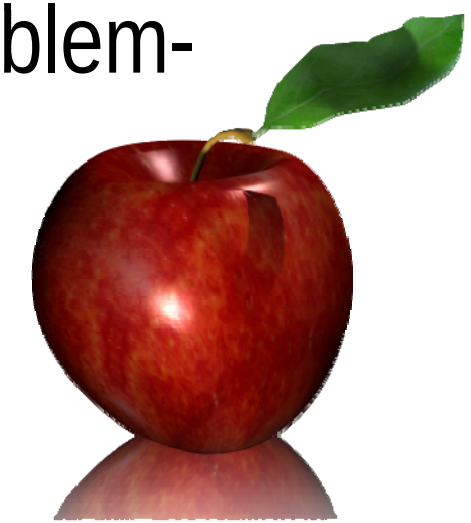
RTI Training: Next Steps

In your teams:

- Discuss the range of RTI topics discussed at today's workshop on RTI Teams and data collection.
- List 2-3 next steps your school or district will undertake to implement recommendations or use resources shared at this training.

Collecting Data From Multiple Sources to Answer Multiple Questions

Focus of Inquiry: How can the RIOT/ICEL framework help schools to ask better questions and tap more data sources when problem-solving? pp. 5-11



RIOT/ICEL Framework

Sources of Information

- Review (of records)
- Interview
- Observation
- Test

Focus of Assessment

- Instruction
- Curriculum
- Environment
- Learner

RIOT/ICEL Definition

- The RIOT/ICEL matrix is an assessment guide to help schools efficiently to decide what relevant information to collect on student academic performance and behavior—and also how to organize that information to identify probable reasons why the student is not experiencing academic or behavioral success.
- The RIOT/ICEL matrix is not itself a data collection instrument. Instead, it is an organizing framework, or heuristic, that increases schools' confidence both in the quality of the data that they collect and the findings that emerge from the data.

RIOT: Sources of Information

- **Select Multiple Sources of Information: RIOT (Review, Interview, Observation, Test).** The top horizontal row of the RIOT/ICEL table includes four potential sources of student information: Review, Interview, Observation, and **Test** (RIOT). Schools should attempt to collect information from a range of sources to control for potential bias from any one source.

Select Multiple Sources of Information: RIOT (Review, Interview, Observation, Test)

- **Review**. This category consists of past or present records collected on the student. Obvious examples include report cards, office disciplinary referral data, state test results, and attendance records. Less obvious examples include student work samples, physical products of teacher interventions (e.g., a sticker chart used to reward positive student behaviors), and emails sent by a teacher to a parent detailing concerns about a student's study and organizational skills.

Select Multiple Sources of Information: RIOT (Review, Interview, Observation, Test)

- **Interview**. Interviews can be conducted face-to-face, via telephone, or even through email correspondence. Interviews can also be structured (that is, using a pre-determined series of questions) or follow an open-ended format, with questions guided by information supplied by the respondent. Interview targets can include those teachers, paraprofessionals, administrators, and support staff in the school setting who have worked with or had interactions with the student in the present or past. Prospective interview candidates can also consist of parents and other relatives of the student as well as the student himself or herself.

Select Multiple Sources of Information: RIOT (Review, Interview, Observation, Test)

- **Observation**. Direct observation of the student's academic skills, study and organizational strategies, degree of attentional focus, and general conduct can be a useful channel of information. Observations can be more structured (e.g., tallying the frequency of call-outs or calculating the percentage of on-task intervals during a class period) or less structured (e.g., observing a student and writing a running narrative of the observed events).

Select Multiple Sources of Information: RIOT (Review, Interview, Observation, Test)

- **Test**. Testing can be thought of as a structured and standardized observation of the student that is intended to test certain hypotheses about why the student might be struggling and what school supports would logically benefit the student (Christ, 2008). An example of testing may be a student being administered a math computation CBM probe or an Early Math Fluency probe.

ICEL: Factors Impacting Student Learning

- **Investigate Multiple Factors Affecting Student Learning: ICEL (Instruction, Curriculum, Environment, Learner).** The leftmost vertical column of the RIO/ICEL table includes four key domains of learning to be assessed: Instruction, Curriculum, Environment, and Learner (ICEL). A common mistake that schools often make is to assume that student learning problems exist primarily in the learner and to underestimate the degree to which teacher instructional strategies, curriculum demands, and environmental influences impact the learner's academic performance. The ICEL elements ensure that a full range of relevant explanations for student problems are examined.

Investigate Multiple Factors Affecting Student Learning: ICEL (Instruction, Curriculum, Environment, Learner)

- **Instruction**. The purpose of investigating the 'instruction' domain is to uncover any instructional practices that either help the student to learn more effectively or interfere with that student's learning. More obvious instructional questions to investigate would be whether specific teaching strategies for activating prior knowledge better prepare the student to master new information or whether a student benefits optimally from the large-group lecture format that is often used in a classroom. A less obvious example of an instructional question would be whether a particular student learns better through teacher-delivered or self-directed, computer-administered instruction.

Investigate Multiple Factors Affecting Student Learning: ICEL (Instruction, Curriculum, Environment, Learner)

- **Curriculum**. 'Curriculum' represents the full set of academic skills that a student is expected to have mastered in a specific academic area at a given point in time. To adequately evaluate a student's acquisition of academic skills, of course, the educator must (1) know the school's curriculum (and related state academic performance standards), (2) be able to inventory the specific academic skills that the student currently possesses, and then (3) identify gaps between curriculum expectations and actual student skills. (This process of uncovering student academic skill gaps is sometimes referred to as 'instructional' or 'analytic' assessment.)

Investigate Multiple Factors Affecting Student Learning: ICEL (Instruction, Curriculum, Environment, Learner)

- **Environment.** The 'environment' includes any factors in the student's school, community, or home surroundings that can directly enable their academic success or hinder that success. Obvious questions about environmental factors that impact learning include whether a student's educational performance is better or worse in the presence of certain peers and whether having additional adult supervision during a study hall results in higher student work productivity. Less obvious questions about the learning environment include whether a student has a setting at home that is conducive to completing homework or whether chaotic hallway conditions are delaying that student's transitioning between classes and therefore reducing available learning time.

Investigate Multiple Factors Affecting Student Learning: ICEL (Instruction, Curriculum, Environment, Learner)

- **Learner**. While the student is at the center of any questions of instruction, curriculum, and [learning] environment, the 'learner' domain includes those qualities of the student that represent their unique capacities and traits. More obvious examples of questions that relate to the learner include investigating whether a student has stable and high rates of inattention across different classrooms or evaluating the efficiency of a student's study habits and test-taking skills. A less obvious example of a question that relates to the learner is whether a student harbors a low sense of self-efficacy in mathematics that is interfering with that learner's willingness to put appropriate effort into math courses.

Response to Intervention

RIOT/ICEL Matrix Example: The matrix below is filled out with some possible sources of information on a student, Rick, whose mathematics teacher is concerned at his apparent *lack of academic engagement in large-group settings*. NOTE: The examples in the matrix are for purposes of illustration only. It is probably somewhat unlikely that all of these sources of information would be collected for a single student, unless his or her needs were intensive.

	Review	Interview	Observe	Test
Instruction	• [Review-Instruction] **Review of past report cards:** The teacher searches for comments from former instructors about instructional techniques to which Rick did or did not respond.	• [Interview-Instruction] **Teacher interview:** The instructor is asked by the guidance counselor which instructional elements help Rick to attend in large-group instruction and which are less effective.	• [Observe-Instruction] **Classroom observation:** During large-group instruction, an observer calculates Rick's rate of on-task behavior (e.g., through momentary time-sampling).	• [Test-Instruction] **Note-taking conditions:** The teacher structures two large-group instruction conditions--regular note-taking and guided notes – and observes whether Rick's level of academic engagement improves with guided notes.
Curriculum	• [Review-Curriculum] **Work products:** The teacher collects the student's math homework and examines it for evidence about whether Rick is able correctly to use the algorithms taught in class.	• [Interview-Curriculum] **Student interview:** The guidance counselor meets with Rick to ask him a series of questions about his math skills.	• [Observe-Curriculum] **Classroom observation:** The teacher pairs students, directs each to describe to the other his/her reasoning for solving a multi-step word problem with math graphic. Rick is observed during this exercise.	• [Test-Curriculum] **Diagnostic test:** The teacher prepares and administers to the class a diagnostic test with problems that test essential foundation math knowledge required for success in the course. Rick's test results are carefully reviewed.
Environment	• [Review-Environment] **Folder review:** Rick's cumulative folder is reviewed for past instructor comments about aspects of the instructional environment (e.g., presence or absence of peers, teacher proximity) that helped or hindered academic performance.	• [Interview-Environment] **Parent interview:** At a parent conference, the teacher asks Rick's father to describe the student's nightly homework routine, as well as those factors in the homework setting that appear to help or hinder Rick's homework completion.	• [Observe-Environment] **Classroom observation:** During observations of Rick in a large-group math setting, the observer looks for environmental factors—e.g., presence or absence of peers, teacher proximity) that help or hinder academic performance.	• [Test-Environment] **Peer seating conditions:** On different occasions, the instructor (a) allows Rick to choose his own seat-mates and (b) seats Rick next to positive peer role models. The instructor observes whether Rick's level of academic engagement improves in the peer role-model condition.
Learner	• [Review-Learner] **Math journal:** The math teacher collects Rick's math journal and reviews the entries for hints about the student's attitude and level of self-confidence toward mathematics [Learner characteristic: math self-efficacy].	• [Interview-Learner] **Parent interview:** In an email exchange with the student's mother, the teacher asks her about her son's study habits [Learner characteristic: study & organizational skills]	• [Observe-Learner] **Behavior rating based on observation:** For one week, the math teacher rates the student daily on a behavior report card. One of the several rating items is the student's 'time on task' [Learner characteristic: attentional focus].	• [Test-Learner] **Reward conditions:** On different occasions, the teacher (a) has Rick participate in large-group instruction with no reward and (b) offers Rick an incentive (reward) if he requires no more than 1 teacher prompt per session to direct him back to task. The instructor observes whether Rick's engagement increases in the reward condition [Learner characteristic: attentional focus].

RIOT/ICEL Assessment Worksheet

Student: _____ Person Completing Worksheet: _____

Date: _____ Statement of Student Problem: _____

_____

Directions: Fill out the grid below to develop an assessment plan for the targeted student.

	Review	Interview	Observe	Test
Instruction				
Curriculum				
Environment				
Learner				

RTI Teams/Data Collection: Next Steps

In your teams:

- Review the resources and ideas shared at this workshop.
- Decide on 2-3 key 'next steps' that you to capitalize on the workshop content and move RTI forward in your school.