



RTI Toolkit: A Practical Guide for Schools

An Introduction to RTI Problem-Solving Teams

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Frequently Asked Questions About... RTI Problem-Solving Teams

1. **How frequently should the RTI Team meet?** It is recommended that the RTI Team reserve a standing block of time each week for student problem-solving meetings. Many schools set aside 2-3 hours per week, although the amount of time scheduled for meetings will depend on the number of students typically referred in a week to the RTI Team.
2. **Who should serve on the RTI Team?** RTI Teams can be flexible in their membership but should be multidisciplinary (e.g., school counselor, special or general education teachers, etc.). RTI Teams should make a special effort to recruit teachers to increase the team's credibility with classroom teachers. One useful idea is for teams to enlist a larger number of teachers and support staff and to rotate the members who sit on the team each week. By rotating its members, the RTI Team can reduce the weekly commitment required of any single member and increase the willingness of teachers and support staff to serve on the team.
3. **How much RTI Team time should be set aside for a student RTI case?** An initial student RTI case should typically not exceed 30 minutes. Follow-up RTI Team meetings often do not exceed 20 minutes. Streamlined, efficient RTI Team meetings are possible provided that the teams have done their necessary advance work (e.g., meeting with the classroom teacher(s) to clarify referral concerns; ensuring that important data on the student is collected prior to the initial student) to prepare for the actual meetings.
4. **What is a reasonable number of student RTI cases that can be handled by an RTI Team in a school year?** A single RTI Team can comfortably manage between 25 and 40 Tier 3 cases in the course of a typical school year. There are several factors that influence the actual numbers of students referred to the team, including the overall success of core instruction in the school and expectations for Tier 1 (classroom) interventions that would precede an RTI Team referral.

Schools can estimate the number of students likely to be referred to the team in one of two ways. First, the school can simply look at past rates of referral to the RTI Team in its own building. For example, if 29 students were referred to the RTI Team in the previous year, it is likely that a similar number of students will be referred in the present school year. Second, the school can look at RTI research, which suggests that as much as 5 percent of a building's student population may require a Tier 3 (RTI Team) intervention plan in a given school year. In a middle school with 1000 students, this prevalence rate of Tier 3 cases predicts that as many as 50 students may be referred to the RTI Team across the academic year—indicating that the school should consider fielding at least two separate RTI Teams (e.g., one at each grade level) to manage the referral load.

5. **When should the RTI Team decide to accept student referrals from classroom teachers?** A basic expectation of RT is that content-area teachers will serve as RTI 'first responders' who can proactively identify students with emerging academic or behavioral concerns, provide reasonable individualized (Tier 1) intervention support, and document those classroom intervention efforts. The RTI Team

should develop guidelines for classroom teachers about when a struggling student should be considered for referral to the RTI Team. Such guidelines would include a standard form that teachers would use to document their Tier 1 intervention efforts, as well as a minimum timespan that Tier 1 interventions would be tried (e.g., 4 to 6 instructional weeks) before an RTI Team referral is considered. RTI Teams should also ensure that teachers receive the support necessary to implement Tier 1 interventions, including having access to a range of evidence-based intervention ideas, as well as coaches and consultants on staff that can help teachers to select appropriate interventions and use them correctly.

6. **Should an administrator sit on the RTI Team?** A school can run an effective RTI Team with or without administrators serving on the team. Advantages of the administrator serving on the RTI Team are both that the team has the high-profile backing and support of building leadership and that the team can get quick clarification at meetings about whether they can access any school intervention resources that are controlled by administration. A possible disadvantage of the administrator sitting on the RTI Team is that the leader's presence at meetings might reduce the comfort level of referring teachers and make them reluctant in the presence of their supervisor to speak candidly about their inability to address the needs of a struggling student. Even if an administrator does not sit on the team, the RTI Team should keep building leadership regularly updated on upcoming and current RTI cases and be able to count on administrators to enforce teacher expectations for compliance with the building's RTI guidelines.
7. **Once an intervention plan has been designed by the RTI Team, how long should that intervention last before the team meets again to evaluate its effectiveness?** An intervention plan should be in place long enough to judge with confidence whether it is working. It is recommended that RTI Teams set a reasonable default length of time that intervention plans will be in effect (e.g., 6 to 8 instructional weeks). However, teams should also have the latitude to set longer or shorter intervention timespans based on the facts of the specific student case. For example, a high school may allow 6 instructional weeks to pass before holding a follow-up RTI Team meeting on a student whose intervention targets content-area vocabulary but may schedule a follow-up meeting in only 3 weeks for a student whose intervention addresses highly disruptive classroom behaviors.
8. **How many intervention plans should the RTI Team implement before deciding that a student has failed to adequately respond to general-education interventions?** Each school district must develop its own decision rules for judging when a series of general-education intervention plans have failed to work and for deciding that a student is not responding adequately to intervention. The foundation assumption of RTI is that students who begin to experience academic or behavioral problems are typical and that it is the school's responsibility to find strategies will allow those students to experience success. A district's decision rules should require evidence beyond a reasonable doubt that a student is not responding to general-education RTI interventions. For many districts, these decision rules require that at least 3 separate intervention plans be attempted—with each intervention plan being tried for at least 6 to 8 instructional weeks—before the school can adequately judge whether a given student has or has not responded to intervention.

9. **How can the RTI Team find the resources necessary to implement intensive student intervention plans?** It is a reality that most schools will need to rechannel existing resources to support RTI. The school's RTI Team should inventory those resources in the building or district that can be used to support student interventions and assessment. Resources to be canvassed include staff whose schedule permits them to assist with student interventions or assessment (e.g., reading teacher, school psychologist, paraprofessionals); staff with specialized expertise in such areas as reading instruction or behavior management who can serve as consultants or intervention coaches; commercial materials for academic instruction or intervention; commercial professional development materials for academic or behavioral intervention or assessment, etc. RTI Teams should consult this inventory of intervention and assessment resources at problem-solving meetings when putting together plans for student intervention and assessment.

10. **How can the RTI Team convey the message to faculty and parents that it is not simply a preliminary step to a special education referral?** As schools make the transition to the RTI model, teachers and parents may initially be reluctant to embrace the focus of RTI on supporting struggling students in the general-education setting. The most effective means for the RTI Team to convince teachers and parents that it is not a conduit for special education referrals is by creating strong and useful intervention plans that are effective in general education classrooms. Schools may also consider requiring that any student who is referred for a special education evaluation based on a parent request is simultaneously referred to the building's RTI Team. This 'fast track' RTI Team referral process for any parent-initiated referrals to special education reinforces the message that information about students' response to intervention in the general-education setting is critical in determining their possible special education status.

RTI Problem-Solving Team Roles & Responsibilities

RTI Team Role	Responsibilities	Tips for RTI Teams
Facilitator	<ul style="list-style-type: none"> <input type="checkbox"/> Opens the meeting by welcoming the referring teacher(s), parents, and student; describing what is to be accomplished at the meeting, and how long the meeting will last. <input type="checkbox"/> Guides the Team through the stages of the problem-solving process. <input type="checkbox"/> Checks for agreement between Team members at important discussion points during the meeting. <input type="checkbox"/> Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control--e.g., classroom instruction). 	<ul style="list-style-type: none"> • Write a short introductory 'script' to ensure that important points are always reviewed at the start of the meeting. • Create a poster listing the steps of the meeting problem-solving process as a visual guide to keep Team members on task and to transition from one step to another.
Recorder	<ul style="list-style-type: none"> <input type="checkbox"/> Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring. <input type="checkbox"/> Asks the Team for clarification as needed about key discussion points, including phrasing of teacher 'problem-identification' statements and intervention descriptions. 	<ul style="list-style-type: none"> • Sit next to the facilitator for ease of communication during the meeting. • When the Team is engaged in exploratory discussion, use 'scratch paper' to capture the main points. When the Team reaches agreement, recopy only the essential information onto the formal meeting forms.
Time-Keeper	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors the time allocated to each stage of the meeting and informs members when that time has expired. 	<ul style="list-style-type: none"> • Give the Team a 'two-minute warning' whenever time is running low during a stage of the meeting. • If time runs out during a meeting stage, announce the fact clearly. However, let the facilitator be responsible for transitioning the team to the next meeting stage.
Case Manager	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly. 	<ul style="list-style-type: none"> • If you discover, when you meet with a referring teacher prior to the RTI Team meeting, that his or her concern is vaguely worded, help the teacher to clarify the concern with the question "What does [teacher concern] look like in the classroom?" • After the RTI Team meeting, consider sending periodic emails to the referring teacher(s) asking them how the intervention is going and inviting them to inform you if they require assistance.
Coordinator	<ul style="list-style-type: none"> <input type="checkbox"/> Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location, arranging coverage when necessary to allow teachers to attend meetings, and notifying Team members and referring teachers of scheduled meetings. 	<ul style="list-style-type: none"> • 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.

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
<i>Example:</i> For science homework...	... Tye turns in assignments an average of 50% of the time...	... while the classroom median rate of homework turned in is 90%.

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

Discrete Categorization: Divide Global Skill into Essential Sub-Skills	
Global Skill: _____	Example : Global Skill: The student will improve classroom organization skills'
Sub-Skill 1: _____	Example: Sub-Skills for 'Classroom Organization Skills' <ul style="list-style-type: none"> <input type="checkbox"/> Sub-Skill 1: Arrive to class on time <input type="checkbox"/> Sub-Skill 2: Bring work materials to class <input type="checkbox"/> Sub-Skill 3: Follow teacher directions in a timely manner <input type="checkbox"/> Sub-Skill 4: Know how to seek teacher assistance when needed <input type="checkbox"/> Sub-Skill 5: Maintain an uncluttered desk with only essential work materials
Sub-Skill 2: _____	
Sub-Skill 3: _____	
Sub-Skill 4: _____	
Sub-Skill 5: _____	

Creating a 'Multiple-Source' Process to Initiate Middle or High School Student Referrals to the RTI Problem-Solving Team

There should be multiple possible paths by which middle and high school students can be referred to the RTI Problem-Solving Team--to ensure that no student who needs intensive intervention help is overlooked. Schools should write down and share with school staff their own guidelines for how student referrals can be initiated to the RTI Team from different sources. Below are some recommendations for what an RTI Team referral process should look like in secondary schools.

RTI Team Referral Source	How to Initiate the RTI Team Referral	How to Evaluate the RTI Team Referral
Teacher	<input type="checkbox"/> The teacher completes a referral form for RTI assistance and sends it to the student's guidance counselor.	A 'gatekeeper' (e.g., administrator or guidance) reviews the referral to evaluate the severity of the concern and assess how to route the referral. Options include: <ul style="list-style-type: none"> • Scheduling an RTI Team meeting immediately • The administrator arranging a meeting with the teacher to discuss additional instructional or behavioral strategies that teacher can attempt prior to an RTI referral. • Scheduling a parent-teacher conference to discuss the concern • Getting additional information from other instructional staff who work with the student to better understand the concern
Non-Instructional Personnel	<input type="checkbox"/> The non-instructional staff member meets with guidance or administration to share instructional or behavioral concerns about the student.	Guidance and administration evaluate the severity of the concern and evaluate how to route the referral. Options include: <ul style="list-style-type: none"> • Scheduling an RTI Team meeting immediately and having teachers complete RTI referral forms on the student • Scheduling a parent-teacher conference to discuss the concern • Getting additional information from instructional staff to better understand the concern and decide how to proceed.
Administration & Guidance	<input type="checkbox"/> Guidance meets with administration to discuss any student that guidance or administration believes would benefit from an RTI referral.	As a result of the guidance/administration meeting, the referral is routed according to one of these options: <ul style="list-style-type: none"> • Scheduling an RTI Team meeting immediately and having teachers complete RTI referral forms on the student • Meeting with the student's teachers to help them to create appropriate Tier 1 (classroom) interventions • Getting more information from the student's teachers to better understand the concern before acting on it. • Scheduling a parent-teacher conference to discuss the concern • Monitoring the concern with no further action
Parent	<input type="checkbox"/> The parent calls or meets with guidance or administration to express concerns about the student, request general assistance, or request an RTI referral.	As a result of the parent phone call or meeting, the referral is routed according to one of these options: <ul style="list-style-type: none"> • Scheduling an RTI Team meeting immediately and having teachers complete RTI referral forms on the student • Scheduling a parent-teacher conference to discuss the concern.
School-Wide Academic Screening or 'Early Warning' Data Screening	<input type="checkbox"/> The school reviews data from grade-wide academic screenings completed 3 times yearly (e.g., CBM oral reading fluency; CBM writing sample) OR the school reviews archival data every 5 weeks on student grades, attendance, office referrals.	<ul style="list-style-type: none"> • The school sets 'cutpoint' scores for evaluating academic screening data or archival data (grades, attendance, office referrals). These cutpoint scores define students whose academic performance or behavior puts them 'at risk' or 'at high risk'. • When students fall within the 'at risk range' based on cutpoint scores, teachers may be alerted to attempt classroom (Tier 1) interventions. • When students fall within the 'high risk' range based on cutpoint scores, they are referred to the RTI Team.

RTI Team Meeting Forms

RTI Team Teacher Referral Form

Please answer the questions below so that we will be better prepared at the initial RTI meeting to talk with you about the needs of this student.

General Information-----

Person Making Referral: _____ Date: _____

Student Name: _____ Date of Birth: _____

Dominant Language: _____ Grade: _____

Address: _____ Phone: _____

Date Parent Was Contacted About RTI Referral: _____ By Whom?: _____

Please note any medical or health concerns for this student: _____

How is the student's attendance this year? _____

Current School or Agency Support Services or Program(s) in Place for This Student (e.g., counseling, tutoring, etc.):

What are several strengths, talents, or specific interests for this student?

1. _____

2. _____

3. _____

Instructional Information-----

What makes this student *difficult to teach*? List any academic, social, emotional, or medical factors that seem to negatively affect the student's progress. (If the problem is primarily *behavioral*, how often does the problem occur, how intense is it, and for how long does the problem last? If the problem is primarily *academic*, what specific deficits does the student have in particular academic skills or competencies?)

How do this student's academic skills compare to those of 'average' children in your classroom? (e.g., How does the student compare to peers in reading, math, writing, organizational skills?.):

What is this child's estimated current reading level? _____

List any other general information about the student's academic levels or abilities (e.g., test results) that may shed light on your referral concern:

Problem-Identification Information-----

Interventions Attempted: Please describe specific attempts that you or others have made this year to meet this student's academic, social, and/or emotional needs:

Intervention Dates Began-Ended (Approximate)	Person(s) Responsible	Outcome

If the referral concern is in academics, how much time during the period/day does the student receive instruction in the area(s) of difficulty?

When have you observed the problem occurring the most? _____

Are there settings or situations in which the problem is *less severe* or *minimized*? If so, when?

Please list members of your instructional team/building staff whom you would like:

To receive an invitation to the initial RTI meeting:

To receive a copy of the RTI Intervention Plan(s) after the initial meeting:

What would be the best day(s)/time(s) for a member of the RTI team to observe the student having the difficulties that you describe above? (Please attach a copy of the student's daily schedule, if available):

Adapted from the School-Based Intervention Team Project Complete Forms & Related Resources, available at: <http://www.interventioncentral.org/htmldocs/interventions/sbit.php>. Used with permission.

Secondary Level: Teacher Referral to RTI Problem-Solving Team

Student: _____ Teacher: _____ Date: _____

Course/Subject: _____ Number of Absences This Year: _____

Period(s) or Day(s) of Week/Time(s) When Course Meets: _____

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

Reading Skills	1	2	3	4
Mathematics Skills	1	2	3	4
Written Expression Skills	1	2	3	4
Study & Organizational Skills	1	2	3	4
Classroom Conduct	1	2	3	4

1: Significantly/Severely Below Grade Level
 2: Somewhat Below Grade Level
 3: At Grade Level
 4: Above Grade Level

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

Test	Quiz	Test	Quiz	Test	Quiz	Test	Quiz	Test	Quiz	Test	Quiz
100	100	100	100	100	100	100	100	100	100	100	100
80	80	80	80	80	80	80	80	80	80	80	80
60	60	60	60	60	60	60	60	60	60	60	60
40	40	40	40	40	40	40	40	40	40	40	40
20	20	20	20	20	20	20	20	20	20	20	20
0	0	0	0	0	0	0	0	0	0	0	0
Date: ___/___/___		Date: ___/___/___		Date: ___/___/___		Date: ___/___/___		Date: ___/___/___		Date: ___/___/___	
Grade: _____		Grade: _____		Grade: _____		Grade: _____		Grade: _____		Grade: _____	
1		2		3		4		5		6	

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

1. _____
2. _____
3. _____

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

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

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?”

Adapted from the School-Based RTI Team Project Complete Forms & Related Resources, available at: <http://www.interventioncentral.org/htmldocs/interventions/sbit.php>. Used with permission.

RTI Team: Initial Meeting 'Companion Guide'

Step 1: Assess Teacher Concerns	Allotted Time: 5 Minutes
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GOALS:

- The case manager or facilitator reviews information from the referral form
- The referring teacher is encouraged to discuss his or her major referral concerns.

SAMPLE QUESTIONS:

- *Given the information that you wrote down on the referral form, what are the specific difficulties that you would like to have us address today?*
- *How is this student problem interfering with the student's school performance?*
- *What concern(s) led you to refer the student to this team?*

The RTI Team is ready to move on to the next meeting step when...

- Team members have a good knowledge of teacher concerns.

TIP:

To save time, the case manager or meeting facilitator can:

- open with a short script about how the meeting will be conducted
- review information from the *RTI Team Teacher Referral Form*
- ask the teacher if he or she has any additional concerns or questions not documented on the *Referral Form*.

Step 2: Inventory Student Strengths & Talents	Allotted Time: 5 Minutes
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GOALS:

- Discuss and record the student's strengths and talents, as well as those incentives that motivate the student. This information can be valuable during intervention planning to identify strategies that will motivate the student to participate.

SAMPLE QUESTIONS:

- *Please tell us a few of the student's strengths, talents, or positive qualities that might be useful in designing interventions for him or her.*
- *What rewards or incentives have you noted in school that this child seems to look forward to?*
- *What are classroom activities that the student does well or seems to enjoy?*
- *What are hobbies or topics that interest this student?*

The RTI Team is ready to move on to the next meeting step when...

- The team has identified personal strengths, talents, and/or rewards that are likely to motivate the student if integrated into an intervention plan.

TIP:

- The referring teacher may want to meet with the child *prior* to the RTI Team meeting to collect information about those incentives or activities that the student finds motivating.

Step 3: Review Background/Baseline Data	Allotted Time: 5 Minutes
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GOALS:

- Review background or baseline data to better understand the student's abilities and potential deficits.
- Determine the student's current level(s) of performance in areas of academic or behavioral concern.

SAMPLE QUESTIONS:

- *What information has been collected to document the student's current level of functioning in the academic or behavioral area of concern?*
- *What is student's frequency of absences and tardies this year?*
- *What number and type of disciplinary office referrals has the student received this year?*
- *What information from the student's cumulative folder (e.g., test results, teacher comments, past report card grades) might give insight into the student's academic or behavioral difficulties?*

The RTI Team is ready to move on to the next meeting step when...

- The team has reviewed and discussed all pertinent background and baseline data.

TIP:

The student's classroom teacher knows that student best. Set the expectation that the referring teacher be responsible for pulling together essential archival information about the student for the initial meeting (for example, attendance and office disciplinary data, key highlights from the student's cumulative folder).

Step 4: Select Target Teacher Concerns	Allotted Time: 5-10 Minutes
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GOALS:

- Define the top 1-2 teacher concerns in easily observable, measurable terms.
- For behavioral concerns, understand the dimensions of the problem (e.g., the frequency, duration, and/or intensity of the challenging behavior).
- For academic concerns, identify any underlying skill deficits, note whether the student is appropriately matched to the level of difficulty of classroom instruction, and estimate the current rate of student work completion.
- For each teacher concern, decide what underlying reasons, or functions, best explain the student's difficulties.

SAMPLE QUESTIONS:

- *From the list of concerns that you have shared with our team, what are the top ONE or TWO problems that you would like us to concentrate on today?*
- *(Academic) What can you tell us about the student's current skill levels, rate of homework and classwork completion, attention to task, general level of motivation?*
- *(Behavioral) How long does each behavioral outburst last? About how frequently do episodes occur?*

- *(Behavioral) What kinds of events happen in the room just before the student has an outburst or displays problem behavior? How do adults react to the student's problem behavior? How do classmates react to the problem behavior? What is the outcome or consequence for the student after he or she engages in the problem behavior?*
- *What do you think is a reason that the student shows the behavior(s) of concern? How does this behavior help the student to get his or her needs met?*

The RTI Team is ready to move on to the next meeting step when...

- The team has selected one or two primary teacher concerns.
- Everyone on the team can visualize the target concerns because they are stated in specific, observable, measurable terms.
- The referring teacher and team agree on possible underlying reasons ('functions') for the student's academic or behavioral concerns.

TIP:

- The team can save time and run a more efficient meeting if team members list all teacher concerns at the start of the meeting but postpone engaging in an extended discussion about any particular concern until the teacher selects that problem as a TOP concern.

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

GOALS:

- For each of the academic or behavioral referral concerns, set ambitious but realistic goals for improvement that are likely to be attained within 6-8 instructional weeks. Select methods to monitor student progress during the intervention.

SAMPLE QUESTIONS:

- *Given the student's current functioning, what gains do you expect that the student will make in 6-8 weeks if the intervention that we design for him or her is successful?*
- *What is a realistic rate of progress for this student in oral reading fluency?*
- *Have we picked monitoring methods that are most efficient for monitoring the student's goal? Does the research support using these monitoring methods for tracking progress toward this particular goal?*
- *How frequently should data be collected using this progress-monitoring method?*
- *Is the monitoring method selected sufficiently sensitive to short-term student growth?*
- *Are there simple, already-existing sources of data to monitor progress toward this goal (e.g., using student homework grades to monitor completion and accuracy of homework assignments, collecting completed student work products as a means of tracking completion and accuracy of in-class assignments)?*

In the Goal-Setting section, the recorder fills out a table with the key information about the goal that will be monitored and the assessment methods to be used in tracking student progress. Here are the specific questions asked in this section, with advice on how to respond:

1. *Describe in measurable, observable terms the behavior that is to be changed (taken from Step 4).*

Refer to the definition that you used in Step 4 to define the target behavior. Also, check out the section, *Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals* that appears at the end of this *Companion Guide*. You may find the column ‘Suggested Behavior Goals’ in this section to be helpful!

2. *What is the target date to achieve this goal?*
Generally, RTI Teams allow 6-8 instructional weeks for interventions to take effect. Your team can choose a shorter or longer time period however.
3. *Is the goal for the behavior listed in step 2 to be: ___ increased? or ___ decreased?*
If your target behavior is a **problem** behavior (e.g., hitting), your team will want to decrease it. If the target behavior is desired (e.g., reading fluency), your team will want to increase it.
4. *What are the conditions under which the behavior typically appears (problem behaviors) or should be displayed (desired behaviors)?*
Here are examples of ‘condition’ statements that give information about where, when, and under what circumstances the student’s target behavior will be monitored: “When given a book at the fourth grade level”, ‘when given a directive by the teacher’, ‘when moving through the hallway’, ‘during math instruction’.
5. *What is the goal (level of proficiency) that the student is expected to achieve by the date listed in Step 1?*
Levels of proficiency should be described in measurable, quantifiable terms. Examples of proficiency levels include ‘on-task 80% or more’, ‘turning in homework at least 4 days per week’, ‘85 correctly read words per minute’.
6. *What measure(s) will be used to monitor student progress?*
Refer to the section, *Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals* in this *Companion Guide* for widely used student monitoring methods.
7. *How frequently will this student goal be monitored? (e.g., weekly?, daily?)*
It is recommended that interventions be monitored at least weekly if possible—to provide sufficient information for the RTI Team to decide within 60=8 weeks whether the intervention plan is effective.
8. *Who is responsible for monitoring this student goal?*
Often RTI Team members or other school staff assist the referring teacher to monitor student progress. Be sure to list the names of ALL personnel who take part in the monitoring effort.

The RTI Team is ready to move on to the next meeting step when...

- The team has selected ambitious but realistic goals for improvement in the target academic or behavioral area.
- The referring teacher agrees that the outcome goals are appropriate for this student case.
- Each student goal is matched with at least two appropriate methods of progress-monitoring.

TIPS:

- Review the teacher's prioritized concerns to ensure that they are stated in specific, observable, measurable terms. It is much easier to set goals when concerns are clearly defined rather than vaguely worded.
- At the end of this Companion Guide is a section, *Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals*. This section lists suitable instruments or methods for assessing student academics and general behaviors. Refer to this document when writing student goal statements.
- Review additional information about assessment methods in Chapter 5 of this manual.
- Creative RTI Teams can often save time and effort by making full use of simple, already-existing sources of data to monitor progress toward student goals (e.g., using student homework grades to monitor completion and accuracy of homework assignments, collecting completed student work products as a means of tracking completion and accuracy of in-class assignments).

Step 6: Design an Intervention Plan	15-20 Minutes
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GOALS:

- Select at least one intervention that addresses each of the selected referral concerns.
- Spell out the details of the intervention as a series of specific STEPS so that the teacher or other person(s) designated to implement it can do so correctly and efficiently.
- Note any important additional information about the intervention, including:
 - When and where the intervention will take place
 - Whether specialized materials or training are required to implement the intervention
 - Names of individuals responsible for carrying out the intervention
- Review the intervention plan with the teacher to ensure that she or he finds the plan acceptable and feasible.
- Select a method to check up on how well the intervention is carried out ('intervention follow-through').

SAMPLE QUESTIONS:

- *Given the underlying reasons for this student's academic or behavioral problems, what research-based intervention ideas are most likely to address the student's needs?*
- *What aspect of this particular intervention idea is likely to improve the student's academic or behavioral functioning in the area(s) specified?*
- *Are there specialized materials or training needed to implement this intervention successfully?*
- *How can our team assist you the referring teacher with the intervention?*
- *How can we work the student's strengths, talents, or interests into the intervention to make it more effective or motivating?*
- *What is a simple method that our team can use to track how successfully the intervention was put into practice (e.g., creation of a checklist of key steps to be implemented)?*

The RTI Team is ready to move on to the next meeting step when...

- The referring teacher and team members agree that the intervention:
 - Directly addresses the identified concern(s)
 - Is judged by the referring teacher to be acceptable, sensible, and achievable

- Is realistic, given the resources available
- Appears likely to achieve the desired goal for student improvement within the timeline selected
- The team has selected a method for evaluating whether the intervention has been carried out as designed ('treatment integrity')

TIP:

Consider inviting staff members with expertise in a particular type of referral problem to attend your RTI Team meeting as 'intervention consultants' whenever you have students that present specialized concerns. For example, your team might invite a speech/language pathologist to a meeting for a student who appears to have difficulty acquiring language concepts.

Step 7: Plan to Contact Parents Allotted Time: 5 Minutes
--

GOALS:

- If the parent(s) cannot attend the RTI Team meeting, the team selects an individual to contact the parent(s) after the meeting to review the main points of the student's intervention plan.

SAMPLE QUESTIONS:

- *Who will contact parents after this meeting to share the main points of our intervention plan?*
- *What specific details about the intervention plan would the parent(s) be most interested in hearing about?*

The RTI Team is ready to move on to the next meeting step when...

- At least one team member (often the referring teacher) has taken responsibility to contact the parent to share information about the student's intervention plan.

TIP:

It is important for a representative from the RTI Team (usually the referring teacher) to contact parents prior to the initial RTI Team meeting to explain the purpose of the meeting and to extend an invitation to attend. This proactive outreach to parents establishes a tone of trust and open communication between school and home.

Step 8: Review the Intervention & Monitoring Plans	Allotted Time: 5 Minutes
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GOALS:

- Review the main points of the intervention and monitoring plans with the referring teacher and other team members
- (Case Manager) Schedule a time within a week of the initial meeting to meet with the referring teacher to:
 - review the intervention plan
 - offer any needed assistance in carrying out the intervention
 - ensure that the intervention plan is being put into practice as planned
- Schedule a follow-up RTI Team meeting (usually within 6-8 weeks of the initial problem-solving meeting)

- As a team, take a moment to complete the *RTI Team Meeting Debriefing Form* (once the referring teacher has left the RTI Team meeting).

SAMPLE QUESTIONS:

- *Do the referring teacher and other members of our team all know what their responsibilities are in carrying out the intervention and monitoring plans for this student?*
- *(Meeting debriefing) Was our team able to support the referring teacher in identifying the most important referral concern(s)?*
- *(Meeting debriefing) Did our team help the teacher to put together a good intervention plan that is feasible and can be carried out with currently available resources?*

Adapted from the School-Based RTI Team Project Complete Forms & Related Resources, available at: <http://www.interventioncentral.org/htmldocs/interventions/sbit.php>. Used with permission.

Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals

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

ACADEMIC TARGETS

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

Permanent Work Products (Classroom Assignments)		
	Description of Measure	Suggested Behavior Goals
<input type="checkbox"/>	Amount of Work Completed	Increase the Average Percentage of Class Assignments Completed to __%
<input type="checkbox"/>	Accuracy of Work Completed	Increase the Average Percentage of Work Done Correctly on Class Assignments to __%
<input type="checkbox"/>	Quality of Work Completed	<ul style="list-style-type: none"> • Increase the Average Grade in [Subject Area] to ____ • Increase Average Teacher Ratings on Class Assignments Using a [Subject Area] Rubric to ____

Homework Assignments		
	Description of Measure	Suggested Behavior Goals
<input type="checkbox"/>	Work Turned In	Increase the Average Number of Times per Week When Homework is Turned in to ____
<input type="checkbox"/>	Amount of Work Completed	Increase the Average Amount of Homework Completed Correctly to ____
<input type="checkbox"/>	Accuracy of Work Completed	Increase the Average Percentage of Homework Completely Correctly to ____
<input type="checkbox"/>	Quality of Work Completed	Increase the Average Student Grade on Homework to ____ Increase Teacher Ratings of the Quality of Student Work Using an Evaluation Rubric to ____

Tests/Quizzes		
	Description of Measure	Suggested Behavior Goals
<input type="checkbox"/>	Global Measure of Student Performance	<ul style="list-style-type: none"> • Increase the Average Test/Quiz Grade in [Subject Area] to _____

BEHAVIORAL TARGETS

Daily Behavior Report Card (DBRCs). NOTE: Free DBRCs can be created conveniently online at: <http://www.jimwrightonline.com/php/tbrc/tbrc.php>

	Description of Measure	Suggested Behavior Goal
<input type="checkbox"/>	[Each DBRC behavior-rating item is customized to match the student's presenting concern(s)]	<ul style="list-style-type: none"> • Increase the Average Teacher Ratings of 'Satisfactory' or Better on the DBRC Item <i>[Insert Item]</i> to ____ • Increase the Frequency of Teacher Ratings of 'Satisfactory' or Better on the DBRC Item <i>[Insert Item]</i> to ____ Times Per Week.

Verbal & Written Reports		
	Description of Measure	Suggested Behavior Goal
<input type="checkbox"/>	Teacher Written Reports	<ul style="list-style-type: none"> • [Depending on whether the goal is to INCREASE or to DECREASE specific student academic or general behaviors] • As reflected in teacher written reports, the student will INCREASE the behavior <i>[insert behavior]</i> to a level of ____ Times Per Hour/Class Period/Day/Week • As reflected in teacher written reports, the student will DECREASE the behavior <i>[insert behavior]</i> to a level of ____ Times Per Hour/Class Period/Day/Week
<input type="checkbox"/>	Teacher Verbal Reports	<ul style="list-style-type: none"> • [Depending on whether the goal is to INCREASE or to DECREASE specific student academic or general behaviors] • As reflected in teacher verbal reports, the student will INCREASE the behavior <i>[insert behavior]</i> to a level of ____ Times Per Hour/Class Period/Day/Week • As reflected in teacher verbal reports, the student will DECREASE the behavior <i>[insert behavior]</i> to a level of ____ Times Per Hour/Class Period/Day/Week
<input type="checkbox"/>	Student/Parent Journal	<ul style="list-style-type: none"> • [Depending on whether the goal is to INCREASE or to DECREASE specific student academic or general behaviors] • As reflected in student/parent journal entries, the student will INCREASE the behavior <i>[insert behavior]</i> to a level of ____ Times Per Hour/Class Period/Day/Week • As reflected in student/parent journal entries, the student will DECREASE the behavior <i>[insert behavior]</i> to a level of ____ Times Per Hour/Class Period/Day/Week
<input type="checkbox"/>	Student/Parent Verbal Reports	<ul style="list-style-type: none"> • [Depending on whether the goal is to INCREASE or to DECREASE specific student academic or general behaviors] • As reflected in regular verbal reports that the student/parent will make to ____, the student will INCREASE the behavior <i>[insert behavior]</i> to a level of ____ Times Per Hour/Class Period/Day/Week • As reflected in regular verbal reports that the student/parent will make to ____, the student will DECREASE the behavior <i>[insert behavior]</i> to a level of ____ Times Per Hour/Class Period/Day/Week

		___ Times Per Hour/Class Period/Day/Week
--	--	--

Compliance With the School Behavioral Code of Conduct		
	Description of Measure	Suggested Behavior Goal
<input type="checkbox"/>	Office Disciplinary Referrals	<ul style="list-style-type: none"> • Reduce the Frequency of Office Disciplinary Referrals for <i>[insert behavioral concern]</i> to ___ Per Day/Week/Month

Attendance/Tardiness		
	Description of Measure	Suggested Behavior Goal
<input type="checkbox"/>	Student Attendance	<ul style="list-style-type: none"> • Reduce the Percentage of Days Absent During the Next <i>[Insert Weeks]</i> Weeks to ___% • Reduce the Number of Days Absent During the Next <i>[Insert Weeks]</i> Weeks to No More Than ___
<input type="checkbox"/>	Student Tardiness	<ul style="list-style-type: none"> • Reduce the Percentage of Days Tardy During the Next <i>[Insert Weeks]</i> Weeks to ___% • Reduce the Number of Days Tardy During the Next <i>[Insert Weeks]</i> Weeks to No More Than ___

RTI Team: Initial Meeting Minutes Form: Elementary Level

Step 1: Assess Teacher Concerns	Allotted Time: 5 Minutes
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Review concerns listed on the RTI Teacher Referral Form with the referring teacher and team. List primary concerns.

Step 2: Inventory Student Strengths & Talents	Allotted Time: 5 Minutes
---	--------------------------

List student strengths, talents, and/or any preferred activities or incentives that motivate the student:

- ---
- ---
- ---

Step 3: Review Background/Baseline Data	Allotted Time: 5 Minutes
---	--------------------------

Review any background or baseline information collected on the student (e.g., attendance and office disciplinary referral records, student grades, Curriculum-Based Measurement data, Daily Behavior Report Card ratings, direct-observation data, etc.)

Adapted from the School-Based Intervention Team Project Complete Forms & Related Resources, available at: <http://www.interventioncentral.org/htmldocs/interventions/sbit.php>. Used with permission.

Step 4: Select Target Teacher Concerns	Allotted Time: 5-10 Minutes
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Define the top 1-2 concerns in observable terms (top 1-2 difficulties that most interfere with the student's functioning in the classroom):

Hint: Behavior problems should include relevant information about *frequency*, *duration*, and/or *intensity* of behavior (e.g., using data from Teacher Behavior Report Cards, direct observations). Academic problems should have data regarding student *fluency* and *accuracy* in the area of concern (e.g., curriculum-based assessment), as well as information about *work completion*.

<p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><i>Reasons/Functions for Behavior</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; border: none;">Behavioral</td> <td style="width: 50%; vertical-align: top; border: none;">Academic</td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Seeks att'n from adults <input type="checkbox"/> Seeks att'n from peers <input type="checkbox"/> Reacting to teasing/bullying <input type="checkbox"/> Tries to escape from work demands or setting <input type="checkbox"/> Seeks access to privileges, rewards <input type="checkbox"/> Seeks sensory stimulation (e.g., playing with objects) <input type="checkbox"/> _____ </td> <td style="border: none;"> <input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Struggling academically in current instructional placement <input type="checkbox"/> Needs drill & practice <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ </td> </tr> </table>	Behavioral	Academic	<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Seeks att'n from adults <input type="checkbox"/> Seeks att'n from peers <input type="checkbox"/> Reacting to teasing/bullying <input type="checkbox"/> Tries to escape from work demands or setting <input type="checkbox"/> Seeks access to privileges, rewards <input type="checkbox"/> Seeks sensory stimulation (e.g., playing with objects) <input type="checkbox"/> _____	<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Struggling academically in current instructional placement <input type="checkbox"/> Needs drill & practice <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Behavioral	Academic				
<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Seeks att'n from adults <input type="checkbox"/> Seeks att'n from peers <input type="checkbox"/> Reacting to teasing/bullying <input type="checkbox"/> Tries to escape from work demands or setting <input type="checkbox"/> Seeks access to privileges, rewards <input type="checkbox"/> Seeks sensory stimulation (e.g., playing with objects) <input type="checkbox"/> _____	<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Struggling academically in current instructional placement <input type="checkbox"/> Needs drill & practice <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____				
<p>2. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><i>Reasons/Functions for Behavior</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; border: none;">Behavioral</td> <td style="width: 50%; vertical-align: top; border: none;">Academic</td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Seeks att'n from adults <input type="checkbox"/> Seeks att'n from peers <input type="checkbox"/> Reacts to teasing/bullying <input type="checkbox"/> Tries to escape from work demands or setting <input type="checkbox"/> Seeks access to privileges, rewards <input type="checkbox"/> Seeks sensory stimulation (e.g., playing with objects) <input type="checkbox"/> _____ </td> <td style="border: none;"> <input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Struggling academically in current instructional placement <input type="checkbox"/> Needs drill & practice <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ </td> </tr> </table>	Behavioral	Academic	<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Seeks att'n from adults <input type="checkbox"/> Seeks att'n from peers <input type="checkbox"/> Reacts to teasing/bullying <input type="checkbox"/> Tries to escape from work demands or setting <input type="checkbox"/> Seeks access to privileges, rewards <input type="checkbox"/> Seeks sensory stimulation (e.g., playing with objects) <input type="checkbox"/> _____	<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Struggling academically in current instructional placement <input type="checkbox"/> Needs drill & practice <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Behavioral	Academic				
<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Seeks att'n from adults <input type="checkbox"/> Seeks att'n from peers <input type="checkbox"/> Reacts to teasing/bullying <input type="checkbox"/> Tries to escape from work demands or setting <input type="checkbox"/> Seeks access to privileges, rewards <input type="checkbox"/> Seeks sensory stimulation (e.g., playing with objects) <input type="checkbox"/> _____	<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Struggling academically in current instructional placement <input type="checkbox"/> Needs drill & practice <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____				

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

Fill out the details for each intervention goal (to a maximum of two) in the table below. At the bottom of the table, you will combine the elements of the goal into a single student 'goal-statement'. NOTE: For help in completing this section, refer to the *RTI Team Companion Guide* in

Intervention Goal 1	Intervention Goal 2
1. Describe in measurable, observable terms the behavior that is to be changed (taken from Step 4): _____	1. Describe in measurable, observable terms the behavior that is to be changed (taken from Step 4): _____
2. What is the target date to achieve this goal? _____/_____/_____	2. What is the target date to achieve this goal? _____/_____/_____
3. Is the goal for the behavior listed in step 2 to be: ___ increased? <i>or</i> ___ decreased?	3. Is the goal for the behavior listed in step 2 to be: ___ increased? <i>or</i> ___ decreased?
4. What are the conditions under which the behavior <i>typically appears</i> (problem behaviors) or <i>should be displayed</i> (desired behaviors)? _____ _____	4. What are the conditions under which the behavior <i>typically appears</i> (problem behaviors) or <i>should be displayed</i> (desired behaviors)? _____ _____
5. What is the goal (level of proficiency) that the student is expected to achieve by the date listed in number 2 above? _____	5. What is the goal (level of proficiency) that the student is expected to achieve by the date listed in number 2 above? _____
6. What measure(s) will be used to monitor student progress? a. _____ b. _____	6. What measure(s) will be used to monitor student progress? a. _____ b. _____
7. How frequently will this student goal be monitored? (e.g., weekly?, daily?) _____	7. How frequently will this student goal be monitored? (e.g., weekly?, daily?) _____
8. Who is responsible for monitoring this student goal? _____	8. Who is responsible for monitoring this student goal? _____
9. Write a goal statement based on your responses: By the target date of _____, [Step 2: Target date] when _____, [Step 4: Conditions in which the behavior is likely to appear] the student will increase / decrease the behavior _____ [Step 1: Definition of behavior] to achieve the goal of _____ [Step 5: Proficiency goal]	9. Write a goal statement based on your responses: By the target date of _____, [Step 2: Target date] when _____, [Step 4: Conditions in which the behavior is likely to appear] the student will increase / decrease the behavior _____ [Step 1: Definition of behavior] to achieve the goal of _____ [Step 5: Proficiency goal]

Step 6: Design an Intervention Plan Allotted Time: 15-20 Minutes

Intervention Script Builder Date the intervention will begin: _____

Intervention Check	Intervention Preparation Steps: Describe any preparation (creation or purchase of materials, staff training, etc.) required for this intervention.	Person(s) Responsible
This step took place Y__ N__	1. _____	
This step took place Y__ N__	2. _____	
This step took place Y__ N__	3. _____	

Intervention Check	Intervention Steps: Describe the steps of the intervention. Include enough detail so that the procedures are clear to all who must implement them.	Person(s) Responsible
This step took place Y__ N__	1. _____ _____	
This step took place Y__ N__	2. _____ _____	
This step took place Y__ N__	3. _____ _____	
This step took place Y__ N__	4. _____ _____	
This step took place Y__ N__	5. _____ _____	
This step took place Y__ N__	6. _____ _____	

Research Citation(s) / References: If possible, list the published source(s) that make this a 'scientifically based' intervention.

Intervention Quality Check: How will data be collected to verify that this intervention is put into practice as it was designed? (Select at least one option.)

- Classroom Observation: Number of observations planned? _____
 Person responsible for observations?: _____
- Teacher Intervention Rating Log: How frequently will the teacher rate intervention follow-through?
 Daily ___ Weekly ___
- Teacher Verbal Report: Who will check in with the teacher for a verbal report of how the intervention is progressing? _____
 Approximately when during the intervention period will this verbal 'check in' occur? _____
- Rating Intervention Follow-Through: Select either the classroom teacher/teaching team or an outside observer to rate the quality of the intervention and check the appropriate set of directions below.

___ *Teacher/Teaching Team Directions:* Make copies of this intervention script. Once per week, review the steps in the intervention script and note (Y/N) whether each step was *typically* followed. Then write any additional notes about the intervention in the blank below

___ *Independent Observer Directions:* Make copies of this intervention script. At several points during the intervention, make an appointment to observe the intervention in action. While observing the intervention, go through the steps in the intervention script and note (Y/N) whether each step was typically followed. Then write any additional notes about the intervention in the space below

Intervention Observation Notes: _____

Step 7: Plan to Contact Parents Allotted Time: 5 Minutes
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Who will share a copy of the minutes from this meeting with the student's parent(s) and when?

Step 8: Review the Intervention & Monitoring Plans Allotted Time: 5 Minutes

At the close of the meeting:

- The recorder reviews the main points of the intervention & monitoring plans with the team.
- The team selects a date and time for the follow-up RTI Team meeting on this student.
(NOTE: Generally, follow-up meetings are scheduled 6-8 instructional weeks from the start date of the intervention (Step 6).

Next meeting date & time: _____

- The case manager reviews the agreed-upon time within the next school week to meet with the referring teacher(s):

Date and time for case manager to meet with the referring teacher(s): _____

- The team completes the RTI Team Debriefing Form.

RTI Team Meeting Debriefing Form

Directions: As a Team, rate your group's performance at today's initial SBIT meeting on the items below. If your group rates any of the items as "No" or "Partly", take a moment to discuss what factors led to this rating.

	YES	PARTLY	NO
1. Does the Team feel that overall it closely followed the steps of the initial meeting format?	1	2	3
2. Is the meeting minutes form filled out completely?	1	2	3
3. Were all the team members given an opportunity to participate?	1	2	3
4. Was the referring teacher supportive about the intervention plan?	1	2	3
5. Did the team use the meeting time efficiently?	1	2	3
6. Was Baseline Data on the student:			
• reviewed at the meeting?	1	2	3
• used to make decisions?	1	2	3
7. Were the target behavioral and/or academic concern(s) clearly defined in observable terms?	1	2	3
8. Were the intervention plans clearly and specifically defined?	1	2	3
9. Did the team determine how the intervention integrity would be monitored?	1	2	3
<i>(Optional) What are some additional ideas that the group has for helping this particular teacher to successfully carry out the intervention plan?</i>			
<hr/>			
<hr/>			
<hr/>			

RTI Team: Getting Started

RTI Problem-Solving Team Effectiveness Self-Rating Scale

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

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

Coordinating Meetings (“How well do we coordinate & schedule?”)

- Reviewing teacher referrals & checking in with teacher as needed.....1 2 3 4
- Scheduling meetings.....1 2 3 4
- Notifying referring teachers and RTI Team members about upcoming meetings.....1 2 3 4
- Finding substitutes (if necessary) for team members, referring teachers.....1 2 3 4
- Taking good meeting notes.....1 2 3 4

Meeting Issues (“How well do we stick to a problem-solving framework and make referring teachers feel welcome & supported?”)

- Having team members follow a ‘problem-solving’ format and avoid digressions.....1 2 3 4
- Creating an atmosphere in which the referring teacher(s) feel welcome & supported.....1 2 3 4

Interventions (“How well do we select, document, and monitor interventions?”)

- Identifying school-wide resources available for use in team interventions.....1 2 3 4
- Selecting interventions that are research-based.....1 2 3 4
- Recording interventions thoroughly in clearly outlined steps.....1 2 3 4
- Documenting intervention ‘follow-through’ by teachers.....1 2 3 4

Communication and the RTI Team (“How well do we communicate our purpose and role to our audiences?”)

- Publicizing the purpose and role of the RTI Team to faculty and other staff.....1 2 3 4
- Publicizing the purpose and role of the RTI Team to parents.....1 2 3 4
- Sharing information about meeting results, interventions with parents.....1 2 3 4

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

The RTI Team: A Checklist for Getting Started...

Your new pre-referral intervention team can take steps early in the school year that will greatly increase its chances of success. By carefully setting up your team process and meeting procedures, informing teachers about the services that your team offers, and inventorying your school's intervention-related resources, your pre-referral team will be far better prepared to take on challenging teacher referrals. The checklist below offers a framework for quickly establishing your team as an effective teacher support.

1. **Establish a clear team process and meeting procedures.** Within the first two weeks of the school year, your team should:
 - ❑ select a regular meeting time that is most convenient for team members and referring teachers. Be sure to allow enough time in these sessions to meet on a child and, afterwards, to debrief as a group about the team's performance.
 - ❑ find a suitable meeting place. At minimum, the site selected for your team meetings should offer privacy (to safeguard the confidentiality of information being shared about the referred student) and sufficient space to comfortably seat the referring teacher and other members of the intervention team.
 - ❑ establish a system for responding promptly to teacher referrals. Teachers should have convenient access to the referral forms. Your intervention team should also coordinate with the team in your building that handles Special Education referrals to work out a method for deciding which initial teacher referrals may be more appropriate for the intervention team and which should instead be routed to the Special Education team.
 - ❑ work out procedures for communicating efficiently among all team members. Typically, the intervention team communication plan includes (1) procedures for all team members to review teacher referrals and related information prior to the initial meeting on the student, and (2) a uniform system for team members to use in communicating with the rest of the team (e.g., via staff mailboxes, email, telephone tree, general discussion time reserved at the end of weekly meetings).

2. **Publicize your team and its services to your faculty, other staff, and parents.** Some tried-and-true methods for getting the word out to the school community about your intervention team include these ideas:
 - ❑ Schedule time at a faculty meeting early in the school year to present an overview of your intervention team to staff. During the presentation, members from your team can introduce themselves and describe the structured problem-solving process that your team uses to help teachers with struggling learners to come up with effective intervention ideas. The presenters might also hand out intervention-team referral forms and invite teachers to refer students.
 - ❑ Periodically present brief 'updates' about your intervention team at faculty meetings throughout the school year. One use of these updates would be to have teachers who have used your team and found its services to be helpful to share their success stories with their teaching colleagues.

- ❑ Write up a short description of your intervention team and place it in all teacher mailboxes. The description could include the names of staff who serve on the team, description of services or supports that your team offers, and procedures for referring a student to the intervention team.
 - ❑ Present a workshop on your intervention team to your school's Parent Teacher Organization (PTO) group. Parents would appreciate knowing how the pre-referral intervention team differs from other school teams and how this team can help struggling learners to be more successful. Or your school may want to spread the word by mailing each parent a brochure describing the intervention team and its role in promoting school success.
 - ❑ Schedule occasional professional-development 'clinics' during the school year (e.g., after school or during a Superintendents' Conference Day), at which intervention-team members offer trainings to teachers on effective strategies to use for common referral concerns. These clinics can be a great way to expand the skill base of all teachers in the building while publicizing your intervention team as a consultation resource for teachers.
3. Create an inventory of resources in your building that can be used by your intervention team. Problem-solving teams can use all the help they can get when assisting teachers with student interventions. Here are some ideas to increase the intervention resources available to your team:
- ❑ Make a list of locations around the school that can be used as space for interventions (e.g., places with adult supervision where cross-age peer tutoring can take place).
 - ❑ Write down the names of volunteers in your building who are willing to help with implementing and/or monitoring school-based interventions.
 - ❑ Create a directory of staff willing to serve on your intervention team whose training or professional experience gives them expertise in key intervention topics (e.g., reading instruction, behavior management). Invite these staff to attend those team meetings in which the student's referral concern matches these staff members' area of expertise.
4. Try out the intervention team roles and meeting procedures at least two or three times in actual meetings before accepting your first staff referral. It is a good idea for your team to practice its meeting skills before accepting referrals from all staff members. One 'safe' way for your new team to practice its problem-solving skills is to have team members refer a couple of students *from their own classrooms* to the intervention team. The referring team member, of course, will assume the role of the referring teacher in these practice meetings. In all other respects, however, these practice meetings follow the intervention problem-solving model and include these steps:
- ❑ The referring intervention-team member completes a written teacher referral.
 - ❑ A case liaison is assigned to collect both classroom information and academic and behavioral-baseline data on the student prior to the initial team meeting.
 - ❑ A formal intervention team meeting is scheduled, with at least 90 minutes reserved for discussion of the case.
 - ❑ Team roles (i.e., facilitator, recorder, case liaison, time-keeper) are assigned prior to the meeting.
 - ❑ Formal intervention and monitoring plans are developed at the initial meeting.
 - ❑ A follow-up meeting is scheduled to review the student's progress during the intervention.
 - ❑ Ample time is reserved at the conclusion of each 'practice' meeting for the team to debrief, with each member sharing his or her perceptions about what the team did well during the meeting and what areas of team-process may need improvement.

RTI: Enlisting Student Participation

Engaging the Student as an Active RTI Partner in the Intervention Planning Process

Schools should strongly consider having middle and high school students attend and take part in their own RTI Problem-Solving Team meetings for two reasons. First, as students mature, their teachers expect that they will take responsibility 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.

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, Dilulio, & Morison, 2006).

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

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

During the RTI Team Meeting. If the student agrees to attend the RTI Team meeting, he or she participates fully in the meeting. Teachers and other staff attending the meeting make an effort to keep the atmosphere positive and focused on finding solutions to the student's presenting concern(s). As each intervention idea is discussed, the team checks in with the student to determine that the student (a) fully understands how to 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* (see below), which is then signed by the student, parent, and an adult school contact with whom the student has a positive connection. The student is directed to inform the assigned school contact if the student discovers that he or she is unable to carry out any element on the *School Success Intervention Plan*. The school contact person can then follow up to determine how to fix any problems encountered in the plan.

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 can 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.

If all evidence suggests that the student clearly has the capability to implement the intervention plan and that the student simply chooses not to do so, the adult contact should remind the student and parent that the intervention plan cannot work without the student's active cooperation. The student and parent are informed that the intervention plan will be discontinued if the student continues to refuse to comply but that the intervention plan can be reinstated immediately if the student decides once again to participate in the plan.

References

Bridgeland, J. M., Dilulio, J. J., & Morison, K. B. (2006). *The silent epidemic: Perspectives of high school dropouts*. Seattle, WA: Gates Foundation. Retrieved on May 4, 2008, from <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>

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 your favorite? Why?	
2. Which of your courses are the most challenging? Why?	
3. Describe how you study for quizzes and tests in your most challenging course(s).	
4. What strategies do you use to get help in your most challenging course(s)?	
5. 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?	
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<p>6. What would you want your teachers to know about your strengths and challenges as a student?</p>	<p>Strengths:</p> <hr/> <hr/> <hr/> <p>Challenges:</p> <hr/> <hr/> <hr/>
<p>7. What are steps that you can take on your own to be more successful in school?</p>	
<p>8. What would you like to see as outcomes after the RTI Team meets to discuss your learning needs?</p>	

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