RTI at the Middle School: Making the Change Happen

Jim Wright

www.interventioncentral.org
Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/clio
Discussion: RTI at Mid-Year: What are Your Accomplishments?

Identify milestones or accomplishments that your school has achieved to date in implementing RTI.
Discussion: RTI at Mid-Year: What are Your Challenges?

Identify *challenges* that still exist as your school works to roll out RTI.
Classroom RTI: Essential Elements

In the general-education classroom, the teacher promotes effective learning and appropriate behavior through these elements:

1. Strong core instruction.
2. Effective group behavior management.
3. Use of individual management strategies with targeted students (“classroom intervention plan”).
Response to Intervention

Tier 1: **Element 1**: Instruction

**Focus of Inquiry**: Because it benefits all students, is the most efficient way to improve academic skills, and promotes positive behaviors, core instruction is the most important element of RTI.
Response to Intervention

Tier 1: Element 1: Instruction

• Delivering Strong Core Instruction. The teacher’s lesson and instructional activities hold attention and motivate through:
  
  − *Instructional match.* Students are placed in work that provides them with an appropriate level of challenge (not too easy and not too difficult).
  
  − *Explicit instruction.* The teacher delivers instruction using modeling, demonstration, supervised student practice, etc.
  
  − *High rate of student responding & engagement.* There are sufficient “opportunities to respond” during the lesson to encourage students to be actively engaged and ‘show what they know’.
  
  − *Timely performance feedback.* Students receive feedback about their performance on independent seatwork, as well as whole-group and small-group activities.


How To: Implement Strong Core Instruction

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

<table>
<thead>
<tr>
<th>Instructional Element</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, &amp; Boice, 2008).</td>
<td></td>
</tr>
<tr>
<td>Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, &amp; Boice, 2008, Rosenshine, 2008).</td>
<td></td>
</tr>
<tr>
<td>Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).</td>
<td></td>
</tr>
<tr>
<td>Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).</td>
<td></td>
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2. Provided ‘Scaffolding’ Support

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<tbody>
<tr>
<td>Detailed Explanations &amp; Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, &amp; Boice, 2008).</td>
<td></td>
</tr>
<tr>
<td>Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include ‘talk-alouds’ (e.g., the teacher describes and explains each step of a cognitive strategy) and ‘think-alouds’ (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, &amp; Boice, 2008, Rosenshine, 2008).</td>
<td></td>
</tr>
<tr>
<td>Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).</td>
<td></td>
</tr>
<tr>
<td>Active Engagement. The teacher ensures that the lesson engages the student in ‘active accurate responding’ (Skinner, Pappas &amp; Davis, 2005) often enough to capture student attention and to optimize learning.</td>
<td></td>
</tr>
</tbody>
</table>
Tier 1: **Element 1: Instruction: Building Capacity**

- Create a checklist listing the essential elements of “direct instruction”.
- Ensure that teachers know how to translate each checklist element into effective instructional practice.
- Decide on how the checklist will be regularly used to verify that essential elements are being incorporated into lesson plans and delivered in the classroom.
Discussion: Strong Core Instruction

Is there a need in your school to ensure that teachers know how to deliver high-quality ‘direct instruction’ to struggling learners?

If so, what are some ideas (e.g., using a checklist) that will help teachers to expand their skills in this area?
Tier 1: **Element 2: Group Management**

**Focus of Inquiry:** Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.
Tier 1: **Element 2: Group Management**

- **Managing Group Behaviors.** The teacher uses a range of strategies to promote classwide positive behaviors, such as:
  - *teaching behavioral expectations.* Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).
  - *training in basic routines.* The teacher has clearly established routines to deal with common classroom activities (Sprick, Borgmeier, & Nolet, 2002) such as assigning and collecting homework and classwork or transitioning students efficiently between activities.
  - *providing active supervision.* The teacher frequently moves about the classroom—strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002).
Tier 1: **Element 2:** Group Management: Building Capacity

- Train all teachers in effective group management strategies.
- Identify consultant(s) within your school or district who can provide additional support to individual teachers on group management.
- Schedule regular training updates for all faculty.
- Ensure that new hires receive introductory training.
Focus of Inquiry: Because the teacher is the Tier 1 (classroom) RTI ‘first responder’ who can potentially assist any struggling student, schools should prepare necessary resources and define clear guidelines for how to implement Tier 1 academic and/or behavioral interventions.
Tier 1: **Element 3**: Classroom Intervention: Placement

Tier 1 Intervention Plan Development: The Process

- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.

- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant.

- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

- The classroom teacher is the person primarily responsible for the integrity of the Tier 1 intervention plan.

- The numbers of students requiring Tier 1 interventions depends on district decision-rules defining classroom ‘at-risk’ status.
Interventions: Scheduled or Contingency-Driven?

One of the elements that separate academic from behavioral interventions is that:

- **academic interventions** can often be scheduled (e.g., a student is trained to use the Ask-Read-Tell worksheet with each assigned reading)—so their occurrence is predictable; but

- **behavioral interventions** are often contingency-driven (administered *contingent* on the occurrence or possibility of a student behavior), such as use of praise or pre-correction.

Tier 1: **Element 3:** Classroom Intervention: Plans

- **Developing Intervention Plans for Specific Students.** The teacher is able to develop individual plans for ‘red-flag’ students using academic strategies. Examples include:
  - *Read-Ask-Paraphrase (reading comprehension).* The student uses an organizer to summarize the main idea (with supporting details) for each paragraph in assigned informational text (Hagaman et al., 2010).
  - *Cover-Copy-Compare (skill acquisition).* The student is given a sheet with spelling words or math facts with answers. The student studies each spelling or math model, covers the model and copies it from memory, uncovers and compares the copied version to the original correct model (Skinner, McLaughlin & Logan, 1997).
  - *Work Planning (self-regulation).* The student completes an organizer dividing a global academic assignment into sub-tasks. After the assignment, the student reflects on performance, identifies future adjustments to increase success and efficiency (Martin et al., 2003).
READ-ASK-PARAPHRASE (RAP) Sheet:
Reading Comprehension: Cognitive Strategy
(Available on Conference Web Page)

Student Directions: For each paragraph from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

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<table>
<thead>
<tr>
<th>Math Facts</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 9 × 7 = 63</td>
<td>9 × 7 = 63</td>
</tr>
<tr>
<td>2. 9 × 2 = 18</td>
<td>2a.</td>
</tr>
<tr>
<td>3. 9 × 4 = 36</td>
<td>3a.</td>
</tr>
<tr>
<td>4. 9 × 1 = 9</td>
<td>4a.</td>
</tr>
<tr>
<td>5. 9 × 9 = 81</td>
<td>5a.</td>
</tr>
<tr>
<td>6. 9 × 6 = 54</td>
<td>6a.</td>
</tr>
<tr>
<td>7. 9 × 3 = 27</td>
<td>7a.</td>
</tr>
<tr>
<td>8. 9 × 5 = 45</td>
<td>8a.</td>
</tr>
<tr>
<td>9. 9 × 10 = 90</td>
<td>9a.</td>
</tr>
<tr>
<td>10. 9 × 8 = 72</td>
<td>10a.</td>
</tr>
</tbody>
</table>
## Independent Work: Student Planner

<table>
<thead>
<tr>
<th></th>
<th>Planning</th>
<th>Planning</th>
<th>Planning</th>
<th>Self-Evaluation</th>
<th>Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date: <em><strong>/</strong></em>/___ Task: Describe the assignment or task to be completed.</td>
<td>Time Allocated: E.g., &quot;20 minutes&quot;; &quot;11:20 to 11:40&quot;</td>
<td>Performance Goal: Your goal for the amount, accuracy, and quality of work to be completed.</td>
<td>Actual Performance: Amount, accuracy, and/or quality of the work actually completed.</td>
<td>Goal Met?: Did you achieve the goal within the time allocated?</td>
</tr>
<tr>
<td>1</td>
<td><em><strong>/</strong></em>/___</td>
<td></td>
<td></td>
<td></td>
<td>YES □ NO</td>
</tr>
<tr>
<td>2</td>
<td><em><strong>/</strong></em>/___</td>
<td></td>
<td></td>
<td></td>
<td>YES □ NO</td>
</tr>
<tr>
<td>3</td>
<td><em><strong>/</strong></em>/___</td>
<td></td>
<td></td>
<td></td>
<td>YES □ NO</td>
</tr>
<tr>
<td>4</td>
<td><em><strong>/</strong></em>/___</td>
<td></td>
<td></td>
<td></td>
<td>YES □ NO</td>
</tr>
</tbody>
</table>

**Adjustment:** Find any ‘NO’ responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

*Number of Goal Not Met & Action Plan to Fix:* ______

*Number of Goal Not Met & Action Plan to Fix:* ______

*Number of Goal Not Met & Action Plan to Fix:* ______
Response to Intervention

Tier 1: **Element 3:** Classroom Intervention: Plans (Cont.)

- **Developing Intervention Plans for Specific Students.** The teacher is able to develop individual plans for ‘red-flag’ students—using **behavior management** strategies such as:
  
  - **Reducing response effort.** Student motivation and compliance are boosted by reducing the apparent ‘response effort’ of an academic task—e.g., by ‘chunking’ an assignment; starting a reading or other homework assignment in class (Friman & Poling, 1995).
  
  - **Making high-probability requests.** The student is given a series of requests that he/she has a high-probability of completing before being given a ‘challenging’ request (Belfiore, Basile, & Lee, 2008), making use of behavioral momentum.
  
  - **Planting behavioral reminders through pre-correction.** The teacher heads off problem behaviors by proactively prompting student(s) to show appropriate behaviors at “point of performance” (De Pry & Sugai, 2002).
How To: Create a Written Record of Classroom Interventions

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

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

<table>
<thead>
<tr>
<th>Student:</th>
<th>Josh H.</th>
<th>Interventionist(s):</th>
<th>Mr. Smith, Social Studies/Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Intervention is to Start:</td>
<td>27 Oct 2014</td>
<td>Date Intervention is to End:</td>
<td>8 Jan 2015</td>
</tr>
<tr>
<td>Date Intervention Plan Was Written:</td>
<td>23 Oct 2014</td>
<td>Total Number of Intervention Weeks:</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>

Description of the Student Problem:
Josh has difficulty creating a reading plan, monitoring understanding while reading, applying fix-up skills, and processing inform. text.

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

Ask-Read-Tell Cognitive Strategy:

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

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

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

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

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

<table>
<thead>
<tr>
<th>Type of Data Used to Monitor</th>
<th>completed ART sheets; quiz grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>Outcome Goal</td>
</tr>
<tr>
<td>None for ART sheets</td>
<td>100% completion/ART sheets</td>
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<td>Quiz grades: 65%</td>
<td>75% for quiz grades</td>
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<td>How often will data be collected? (e.g., daily, every other day, weekly):</td>
<td>ART sheets/as readings are assigned; quizzes weekly</td>
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</table>

Ideas for intervention Progress-Monitoring:
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist
Creating a Written Record of Classroom Interventions: Form

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

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<td><strong>What to Write:</strong> Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.</td>
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Creating a Written Record of Classroom Interventions: Form

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

### Intervention

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

**Ask-Read-Tell Cognitive Strategy:**

**Link:**
Creating a Written Record of Classroom Interventions: Form

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

**Materials**

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

A copy of the interactive Ask-Read-Tell cognitive strategy organizer will be emailed to the student and to the parent.
Creating a Written Record of Classroom Interventions: Form

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

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Creating a Written Record of Classroom Interventions: Form

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

<table>
<thead>
<tr>
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<tr>
<td><strong>What to Write:</strong> Select a method to monitor student progress on this intervention. Decide what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and determine how often data will be collected. Tip: Several ideas for classroom data collection.</td>
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## Classroom Intervention Planning Sheet

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**Link:**

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### Training

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### Progress-Monitoring

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

- ART sheets/as readings are assigned; quizzes weekly
Tier 1: **Element 3:** Classroom Intervention Plans: Building Capacity

- Create a bank of research-based strategies suitable for individual classroom academic or behavior intervention plans.
- Train all teachers in effective individual academic or behavior management strategies.
- Identify consultant(s) within your school or district who can provide additional support to individual teachers on creating individual plans.
- Select data sources (e.g., Office Disciplinary Referrals; DIBELS) and set cut-points (e.g., more than 3 ODRs in a marking period; reading below 45 words per minute) to identify students who need Tier 1 classroom intervention plans.
Discussion: Classroom Intervention

Discuss your teachers’ current understanding of Tier 1 interventions and ability to implement them.
Tiers 2 & 3: How are they structured?
Matching Students to Appropriate Interventions: 2 Approaches

The two widely used methods in RTI of selecting interventions to provide to students are:

1. the Standard Treatment Protocol and
2. the Problem-Solving Protocol.

Response to Intervention

Standard Treatment Protocol: Packaged Interventions

In the standard-treatment protocol, children with similar problems are matched to the same evidence-based scripted interventions.

This 'standard-treatment' approach:

- ensures that students get access to high-quality interventions,
- eliminates ambiguity about intervention selection, and
- streamlines the process of selecting interventions.

**HELPs Program.** This tutoring program (1:1; 15-minute sessions) uses several research-based components to build student reading fluency. Free materials can be found at www.helpsprogram.org.
Standard Treatment Protocol: Example

*Check & Connect.* This program targets dropout prevention. It includes "close monitoring of school performance, as well as mentoring, case management, and other supports." The program has been found to have strong effects for 'staying in school' and 'progressing in school' (What Works Clearinghouse).

Problem-Solving Protocol: Open-Ended Investigation

The problem-solving approach enlists a multi-disciplinary team to meet and design a multi-element intervention plan customized to the unique needs of an individual student.

Because the problem-solving protocol is open-ended, it takes considerable time to develop an intervention. Yet the problem-solving protocol is ideal for those students whose behavioral or academic needs are complex and for whom there is no 'standard approach' to treatment.

Standard-Treatment vs. Problem-Solving:
Which is better?

Many schools use a ‘hybrid’ model for behavioral intervention selection that is both effective and efficient:

- **Tier 2: Standard-Treatment Protocol:** Students with ‘low-intensity’ behaviors are picked up by school-wide behavioral screeners or teacher referrals and matched to appropriate packaged programs such as the HELPS Program or Check & Connect.

- **Tier 3: Problem-Solving Protocol.** The RTI Problem-Solving Team creates interventions when students fail to respond to lesser interventions, display high-intensity behaviors, or show presenting problems that cannot be matched to packaged interventions.

Tier 2: Targeted Interventions

Focus of Inquiry: Tier 2 interventions occur above and beyond core instruction, usually in small-group format. Tier 2 interventions (academic or behavioral) are often ‘standard-protocol’ programs that match common student intervention needs in a school.

### ACADEMIC RTI

**Tier 3: High-Risk Students: 5%**
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

**Tier 2: At-Risk Students: 15%**
- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

**Tier 1: Universal: Core Instruction: 80%**
- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

### BEHAVIORAL RTI

**Tier 3: High-Risk Students: 5%**
- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meeting
- Daily progress-monitoring

**Tier 2: At-Risk Students: 15%**
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

**Tier 1: Universal: Classroom Management: 80%**
- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Tier 2/3 Interventions: Quality Indicators

Each Tier 2/3 intervention plan shows evidence that:

- Instructional programs or practices are ‘evidence-based’.
- The intervention has been selected because it logically addressed the area(s) of academic or behavioral deficit for the target student (e.g., an intervention to address reading fluency was chosen for a student whose primary deficit was in reading fluency).
- All students enrolled in the Tier 2/3 intervention group have the same shared intervention need.
- The student-teacher ratio in the group provides adequate student support: Tier 2 up to 7 students; Tier 3 up to 3 students.
- The intervention provides contact time adequate to the student academic deficit. Tier 2 interventions occur a minimum of 3-5 times per week in sessions of 30 mins or more; Tier 3 interventions occur daily in sessions of 30 mins or more (Burns & Gibbons, 2008).
Planning Tier 2 Interventions: Data Analysis Team

The school has established a Data Analysis Team at Tier 2 to evaluate the school-wide screening data collected three times per year and to place students who need Tier 2 interventions.

The Data Analysis Team

• is knowledgeable of all intervention personnel and evidence-based programs available for Tier 2 interventions.

• knows how to identify students who have failed to meet expected screening benchmarks

• can use the benchmarks to estimate the risk for academic failure of each student picked up in the screening

• is able to match identified students to appropriate interventions while providing students with sufficient instructional support.

• can document the Tier 2 intervention set up for each student
Where to Find Tier 2 Behavioral Interventions:

National Center on Intensive Intervention Academic Intervention Tools Chart
http://www.intensiveintervention.org/chart/behavioral-intervention-chart

Sponsored by the National Center on Intensive Intervention, this page provides ratings for behavior intervention programs.

Users can streamline their search by subject and grade level (elementary or middle school).

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### Behavioral Intervention Chart

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Study</th>
<th>Study Type</th>
<th>Participants</th>
<th>Design</th>
<th>Fidelity of Implementation</th>
<th>Measures Targeted</th>
<th>Measures Broader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Education Program (BDP) or Check-in/Check-out (CICO)</td>
<td>Todd, Campbell, Meyer, &amp; Homer (2006)</td>
<td>Single-Subject Design</td>
<td>🟠</td>
<td>🟠</td>
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<td>🟠</td>
<td></td>
</tr>
<tr>
<td>Behavior Education Program (BDP) or Check-in/Check-out (CICO)</td>
<td>Meng, Johnson, &amp; Meng (2011)</td>
<td>Single-Subject Design</td>
<td>🟠</td>
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<td></td>
</tr>
<tr>
<td>Behavior Education Program (BDP) or Check-in/Check-out (CICO)</td>
<td>Hawken, Measures, &amp; Rawlings (2007)</td>
<td>Single-Subject Design</td>
<td>🟠</td>
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<tr>
<td>Behavior Education Program (BDP) or Check-in/Check-out (CICO)</td>
<td>Campbell &amp; Anderson (2011)</td>
<td>Single-Subject Design</td>
<td>🟠</td>
<td>🟠</td>
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<td>🟠</td>
<td></td>
</tr>
<tr>
<td>Choice as an Antecedent Condition</td>
<td>Rigoli, Lang, Neely, Campisi, &amp; Rutland</td>
<td>Single-Subject</td>
<td>🟠</td>
<td>🟠</td>
<td>🟠</td>
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<td></td>
</tr>
</tbody>
</table>
Best Evidence Encyclopedia
http://www.bestevidence.org/

This site provides reviews of evidence-based reading and math programs.

The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).
Response to Intervention

Where to Find Tier 2 Behavioral Interventions:

What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

This website reviews core instruction and intervention programs in student behavior and dropout prevention, as well as number of academic areas.

The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.

www.interventioncentral.org
Response to Intervention

Caution About Tier 2 Supplemental Interventions: Avoid the ‘Homework Help’ Trap

• Group-based interventions are an efficient method to deliver targeted academic support to students (Burns & Gibbons, 2008).

• However, students should be matched to specific research-based interventions that address their specific needs.

• RTI Tier 2 intervention support should not take the form of unfocused ‘homework help’, test preparation, or reteaching of classroom content.
Tier 2: Targeted Interventions: Building Capacity

• Review academic or behavioral/social-emotional screening and other school-wide data to note areas of student need.

• Inventory your current Tier 2/3 programs and services to verify quality.

• In comparing student needs and current programs, identify potential gaps in your Tier 2 service continuum.

• Review additional programs by visiting program-rating websites such as the What Works Clearinghouse.

• Select programs that fill intervention gaps.
Tier 3: Intensive Interventions

**Focus of Inquiry:** General-education students needing Tier 3 academic or behavioral services take up the greatest amount of RTI resources and are at risk for referral to special education if they fail to improve. So these high-stakes cases require the RTI Problem-Solving Team, which follows a customized, team-based ‘problem-solving’ approach.
Response to Intervention (RTI) as a model to facilitate inclusion for students with learning and behavior problems.

Tier 3: Intensive Interventions: Problem-Solving Team

- At Tier 3, the RTI Problem-Solving Team (‘RTI Team’) meets on students with intensive academic or behavioral needs to develop customized intervention plans.

- The RTI Team is prepared to develop Tier 3 plans for up to 5 percent of students in a school.

- RTI Team meetings follow a version of the investigative ‘problem-solving’ consultation model (e.g., Bergan, 1995)—to include:
  - Problem Identification
  - Problem Analysis
  - Plan Development and Implementation
  - Problem Evaluation

Tier 3: Intensive Interventions: Problem-Solving Team

Case Example: Kevin: Grade 6

- Kevin has received small-group Tier 2 reading support (targeting his limited reading fluency and comprehension) for 4 months.
- Kevin has not made the expected progress in his Tier 2 reading program.
- Additionally, Kevin is becoming increasingly non-compliant in the classroom, despite the teacher’s documented intervention efforts to manage his behaviors.
- Because Kevin’s reading delays and problem behaviors are preventing academic success, he is referred to the RTI Problem-Solving Team to develop a customized Tier 3 plan to address his needs.
## Tier 3 Intervention Plan for Kevin: 6th Grade

The RTI Problem-Solving Team meets with Kevin’s instructional team and Kevin’s mother to develop a customized ‘wrap-around’ intervention plan. **Non-compliance, delayed reading fluency/comprehension** are target concerns:

**Reading Teacher.** Kevin is making ‘promising progress’ in his reading group but is not yet hitting his intervention goals. The RTI Team switches Kevin into an individual tutoring program (HELPS) to meet daily. (Sessions will alternately be led by the reading teacher and a paraprofessional.)

**Classroom Teachers.** Kevin is to be taught to use a self-directed cognitive strategy: ASK-READ-TELL (ART) with a reading partner to increase his comprehension of challenging assigned readings. Teachers will also complete a daily Behavior Report Card tracking Kevin’s classroom compliance and will communicate ratings to home.

**Parent.** Kevin’s mother agrees to use assisted-doze reading fluency intervention with Kevin to get him started on challenging reading assignments. Also, based on school reports about compliance, Kevin’s mother will allow or withhold home privileges: e.g., access to computer games.

**Student.** Kevin is responsible for participating in the ASK-READ-TELL intervention, will self-rate his behaviors (Behavior Report Card) to compare results with teacher ratings.
RTI Team Roles

- Coordinator
- Facilitator
- Recorder
- Time Keeper
- Case Manager
<table>
<thead>
<tr>
<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
</tr>
</thead>
</table>
| 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. |
<table>
<thead>
<tr>
<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
</tr>
</thead>
</table>
| 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. |
<table>
<thead>
<tr>
<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
</tr>
</thead>
</table>
| 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. |
<table>
<thead>
<tr>
<th>RTI Team Role</th>
<th>Responsibilities</th>
<th>Tips for RTI Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>• 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?”</td>
</tr>
<tr>
<td></td>
<td>Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student.</td>
<td>• 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.</td>
</tr>
<tr>
<td>RTI Team Role</td>
<td>Responsibilities</td>
<td>Tips for RTI Teams</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
</tbody>
</table>
| 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 Team 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. |
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
Tier 3: Intensive Interventions: Building Capacity

- Consider designating the RTI Problem-Solving Team as the logical and single destination for any RTI academic or behavioral/social-emotional referral requiring that educators from more than one classroom implement a student behavior plan.

- Recruit a range of academic and behavioral consultants to serve on the RTI Problem-Solving Team. Screen RTI Team referrals and invite consultants to meetings only when cases requiring their skills are scheduled.

- Develop guidelines for teachers on what is considered an appropriate RTI academic or behavioral/social-emotional referral: e.g., the teacher attempts one classroom intervention for 5 weeks, then completes a general request for RTI assistance.
Response to Intervention

Avg Classroom Academic Performance Level

Discrepancy 1: Skill Gap (Current Performance Level)

Discrepancy 2: Gap in Rate of Learning (‘Slope of Improvement’)

‘Dual-Discrepancy’: RTI Model of Learning Disability (Fuchs 2003)

www.interventioncentral.org
**RTI Leadership Team:** What team oversees the development of RTI in a school or district—and what are that team’s specific duties?
District-Level RTI Leadership Team
RTI Leadership Team: Command-and-Control for RTI

The District-Level RTI Leadership Team guides the overall RTI process.

The group meets periodically (e.g., monthly) on an ongoing basis to evaluate the RTI project, shape its future direction, determine what resources the project requires, and allocate those resources.

The RTI Leadership Team also ensures that a standard RTI process is followed across individual schools.
What is the Purpose of the RTI Leadership Team?

- The RTI Leadership Team has several functions: (1) to draft and update a district RTI implementation plan, (2) to keep all schools throughout the district in compliance with good RTI practices, and (3) to identify and make available to schools the resources required to implement RTI successfully.

  The RTI Leadership Team’s duties include:

  - *Drafting a multi-year plan* that will guide the district in the implementation of RTI while using existing resources. The team’s RTI Plan should encompass a three-year rollout schedule.

  - *Supervising RTI implementation*. The RTI Leadership Team oversees that RTI is implemented in a uniform manner throughout the school district.
Who Should Serve on the RTI Leadership Team?

• Your district should assemble a multi-disciplinary team to serve as your RTI Leadership Team.

• The team should include influential district administrators such as those who control resources (e.g., staff development funds; instructional budgets) or supervise staff (e.g., school psychologists, reading teachers) across the district that will participate in RTI.

• Additionally, the team should have representatives from school buildings to help the team to keep lines of communication open with its campuses.

• Finally, the membership on the team should be balanced to include representatives from important stakeholder groups (e.g., building administrators, general education teachers, etc.).
Who Should RTI Leadership Team Meetings Be Organized?

- Team meetings should follow a fixed schedule, with a standard set of meeting agenda items regularly brought up for team discussion:

  - Regularly scheduled meetings. The RTI Leadership Team should meet at least monthly.

- Standing meeting agenda. In addition to those topics brought up for discussion by team members, the RTI Leadership Team should establish a small set of ‘standing agenda’ items—e.g., ‘school-wide literacy screenings’, ‘resources for classroom interventions’, and ‘update in state RTI guidelines and regulations’.

- Subcommittees. If the RTI Leadership Team is so large that frequent meetings are difficult to schedule and unwieldy to run, consider dividing the team’s work among subcommittees.
How Can The RTI Leadership Team Find Resources to Support RTI?

- The great majority of school districts that implement RTI will do so largely by using their existing resources.
- The RTI Leadership Team can help the school district to adopt an RTI model by systematically inventorying district and building resources (personnel, instructional and assessment materials, staff development funds, etc.) that can be made available to support RTI.
RTI Leadership Team ‘Action Steps’

- **Determine the team’s scope and responsibilities.** At the district level, decide on what the scope, authority, and responsibilities of the RTI Leadership Team are to be. Be sure to confront potentially difficult questions such as ‘Will the RTI Leadership Team’s RTI recommendations be binding on individual schools or merely advisory?’

- **Review state guidelines that may impact your RTI Leadership Team.** Review any relevant guidelines or regulations from your state department of education to determine whether the state offers guidance on the makeup and functioning of the RTI Leadership Team or content of an RTI district plan.
RTI Leadership Team ‘Action Steps’

- **Generate a recruitment list.** Create a list of positions and/or personnel from school buildings and at the district level to be recruited for the RTI Leadership Team. Review the list to ensure that no important district department, school/program, or stakeholder group has been overlooked.

- **Schedule meetings.** Create a schedule of RTI Leadership Team meetings for the full school year—and ensure that those meeting dates are shared with all team members.

- **Draft a standing meeting agenda.** Select topics to be put onto a standing meeting agenda for the RTI Leadership Team. Set time aside occasionally at team meetings to discuss items should be removed from or added to the agenda.

- [Optional] **Develop a list of subcommittees.** Divide the duties of the full RTI Leadership Team into subcommittees. For each subcommittee, select a descriptive name, define its duties, and recruit members from the larger team.
RTI Leadership Team ‘Action Steps’

- **Conduct an inventory of RTI resources.** As one of its first acts, the RTI Leadership Team should conduct a thorough inventory of resources available to support RTI at the district level and at each school. This inventory should be updated yearly.

- **Coordinate with building-level RTI Implementation Teams.** Ensure that each school has a group charged with implementing the district-level RTI Plan. At meetings of the RTI Leadership Team, have each building team briefly report on local progress made toward rolling out the RTI model.
Social-Emotional RTI: Building the Model

**Schoolwide Screening & Progress-Monitoring.** What measures can be used to identify students at risk for behavior or social emotional problems and to track their progress during interventions?
Social-Emotional RTI: Schoolwide Screeners
Behavioral/social-emotional screening data can be used to:

- evaluate and improve classroom behavior climate and guide group behavior management.
- allocate resources to classrooms, grades, and buildings where student behavior needs are greatest.
- guide the creation of targeted Tier 2/3 (supplemental behavior intervention) groups.
- set goals for improvement for students on Tier 2 and Tier 3 interventions.

Schoolwide Behavior Screeners: Options

There are 3 general options that schools can choose from when developing a schoolwide screening plan for behaviors:

1. Compilation of Office Disciplinary Referrals
2. Brief Behavior Scales
3. Multi-Gate Behavioral Screening
**Schoolwide Behavior Screeners: Options**

1. **Office Discipline Referrals (ODRs).** The school monitors student ODRs across the school year and applies the cut-scores below to determine risk status and assign behavioral support.

<table>
<thead>
<tr>
<th>Number of ODRs/School Yr</th>
<th>Risk Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>Tier 1: Universal Behavior Management</td>
</tr>
<tr>
<td>2-5</td>
<td>Tier 2: Targeted Support</td>
</tr>
<tr>
<td>6 or more</td>
<td>Tier 3: Intensive Support</td>
</tr>
</tbody>
</table>

### Principal Referral Form

**Name:**

**Date:**

**Time:**

**Teacher:**

**Grade:** K R1 2 3 4 5

**Referring Staff:**

**Location**

- Playground
- Hallway
- Bathroom
- Multipurpose room
- Library
- Classroom
- Arrival/
- Dismissal
- Bus

### Problem Behavior

<table>
<thead>
<tr>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespectful</td>
<td>Defiance/Disrespect</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Fighting/aggression</td>
</tr>
<tr>
<td>Unsafe Physical Action</td>
<td>Unsafe physical action</td>
</tr>
<tr>
<td>Teasing</td>
<td>Bullying</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Property damage</td>
</tr>
<tr>
<td>Other</td>
<td>Disruption</td>
</tr>
<tr>
<td></td>
<td>Lying/cheating</td>
</tr>
<tr>
<td></td>
<td>Theft</td>
</tr>
<tr>
<td></td>
<td>Excessive absence of</td>
</tr>
<tr>
<td></td>
<td>tardiness</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### Possible Motivation

- Obtain peer attention
- Obtain adult attention
- Obtain items/activities
- Avoid peer(s)
- Avoid adult
- Avoid task or activity
- Don't know
- Other

### Administrative Decision

- Lose of privilege
- Time in office
- Conference with student
- Parent contact
- Individualized instruction
- In-school suspension
- (___hours/days)
- Out of school suspension
- (___days)
- Other

### Others Involved:

* None  * Peers  * Staff  * Teacher  * Substitute  * Unknown  * Other
Schoolwide Behavior Screeners: Options

1. **Using Office Discipline Referrals (ODRs) as Screeners: Advantages & Limitations.**

   Advantages of ODRs are that they are already being collected in most schools and accurately reveal classrooms in which teachers and students are experiencing serious behavior problems.

   As a limitation, in a typical school, there can be variability in who fills out ODRs and how referrals are completed. Variability can be controlled by:

   1. using a system like SWIS.ORG to regularize their ODR form and train teachers to use the form with greater consistency, or
   2. interpreting a large number of ODRs for a particular student as an indicator that educator(s) working with that student need additional RTI assistance—but not presuming at the outset that the ODRs are solely a sign of purposeful student misbehavior.

Schoolwide Behavior Screeners: Options

2. Brief Rating Scales. The general-education teacher completes a rating scale for each student. Any student found to have elevated scores on the rating instrument would be flagged for additional observation and/or assessment for possible RTI services.

An example of an RTI behavior rating-scale schoolwide screener is the Behavior Assessment System for Children, Behavioral and Emotional Screening System (BASC-2 BESS: Pearson), which is administered several times per year. Teacher time is about 5 minutes per student.

Schoolwide Behavior Screeners: Options

2. Brief Rating Scales: Advantages & Limitations. A plus in using rating scales as behavioral screeners is that all students are directly assessed, reducing the chances of a student who needs RTI behavior services being overlooked.

Limitations in the use of rating scales are that they do require significant teacher time to complete. Also, teachers may feel that—in filling out the forms for all students—they are investing considerable time in verifying what the school already knows: that the majority of students in the class do not present with behavioral or social-emotional issues.

Response to Intervention

Schoolwide Behavior Screeners: Options

3. **Multiple-Gating Procedures.** Typically, the screening process moves through a series of assessment levels or ‘gates’, with students flagged at each level for additional assessment and/or observation to judge whether they need RTI behavior services.

<table>
<thead>
<tr>
<th>Multiple-Gating Procedure: Behavior Screening: Systematic Screening for Behavior Disorder (SSBD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gate 1</strong></td>
</tr>
<tr>
<td><strong>Gate 2</strong></td>
</tr>
<tr>
<td><strong>Gate 3</strong></td>
</tr>
</tbody>
</table>

Schoolwide Behavior Screeners: Options

3. Multiple-Gating Procedures: Advantages & Limitations

An obvious advantage in using a multiple-gating procedure is that it reduces teachers’ initial time investment, as only students who have a high likelihood of social-emotional or behavioral difficulties require follow-up rating scales or observations.

A limitation of multiple gating is that it does require additional time to complete when compared to a screening method like ODRs.

Schoolwide Behavior Screeners: A Work in Progress

While schoolwide screeners for academic problems have demonstrated their validity and reliability in schools, there is not yet general agreement (Volpe et al., 2010) about what kinds of behavioral screeners are:

– most reliable and sensitive in identifying at-risk students, and

– most efficient and cost-effective for use in schools.

Schoolwide Screeners: The Behavioral Impact of Academics...

- Difficulties with academic performance are a frequent cause of behavior problems (Witt et al., 2000).

- Schools should adopt sensitive academic schoolwide screeners to identify students who struggle with basic skills and provide them with appropriate RTI Tier 2/3 academic support as one means to prevent or reduce motivation and behavior problems (Benner et al., 2013).


Social-Emotional RTI: Progress-Monitoring
Where to Find Behavior Progress-Monitoring Tools:

National Center on Intensive Intervention Behavior Progress Monitoring Tools Chart

http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools

Sponsored by the National Center on Intensive Intervention, this page provides ratings for behavior progress monitoring tools.
Behavior Progress-Monitoring Tools: Daily Report Cards

The **Direct Behavior Rating (DBR) Form** is a Daily Report Card with a rating scale (0-100%).

All materials for the DBR are free and available for download from: www.directbehaviorratings.org/

Posted on the website are two standard-form versions of the DBR:

- The 'Big Three': A DBR to rate the following general behaviors: (1) academically engaged, (2) respectful, (3) disruptive
- Standard form with fill-in behaviors

The National Center on Intensive Intervention gives the Direct Behavior Rating Form high marks for sensitivity to student behavior change.

Response to Intervention

Behavior Progress-Monitoring Tools: Daily Report Cards

The Individualized Target Behavior Evaluation (ITBE) is a simple Daily Report Card that is structured as follows (Pelham, 2005):

– Rating items are worded to target specific behaviors of the student

– A criterion for success is set for each rating item (e.g., “Follows class rules with no more than 2 rule violations per period.”)

– The response format for each rating item is YES/NO

– The ITBE includes columns to track the student across numerous periods or locations through the day.

**Ricky: Daily Report Card**

<table>
<thead>
<tr>
<th>Follows class rules with no more than 2 rule violations per session.</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
</tr>
<tr>
<td>☐ YES ☐ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assignments within the allocated time.</td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>☐ YES ☐ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assignments with 80% accuracy.</td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>☐ YES ☐ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complies with teacher requests. (2 or fewer noncompliance per period)</td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
<td><em>Y</em> <em>N</em></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td>☐ YES ☐ NO</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Response to Intervention

Behavior Progress-Monitoring Tools: Daily Report Cards

The Individualized Target Behavior Evaluation is:

– easy to complete
– a valid and reliable behavior measure
– sensitive to the short-term effects of behavioral interventions and medication