



RTI Toolkit: A Practical Guide for Schools

Response to Intervention: An Overview for Secondary School RTI Implementation Teams

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Frequently Asked Questions About...RTI at the Middle & High School Level

- 1. What is Response to Intervention (RTI)?** RTI is a school-wide model of student support. While all students can benefit from the RTI model, a primary focus is students in general-education classrooms who are struggling with academic and/or behavior problems. The foundation of RTI in any school is strong core instruction happening in all classrooms. The school also uses screening data such as brief academic assessments, disciplinary office referrals, attendance, and grades to identify students who need additional intervention assistance. The school then designs individualized intervention plans for those at-risk students to meet their learning needs. All interventions used under RTI should be 'evidence-based': that is, they have been shown through rigorous research to be effective in school settings. When the school puts students on intervention plans, the school collects baseline data to estimate the student's current performance in the area(s) of academic or behavioral difficulty and sets goals for improvement. During the intervention, the student is monitored periodically so that the school can judge in a short amount of time (e.g., 6-8 instructional weeks) whether a particular intervention plan is effective.
- 2. What type of student is RTI designed to help?** The RTI model benefits all students. The first area of focus for RTI is on high-quality universal instruction. In a typical school, however, it is estimated that about 20 percent of the general-education student population may not be successful even when receiving high-quality classroom instruction. These 'difficult-to-teach' students require more specialized intervention plans to supplement their core instruction. Schools can also see benefits in applying the standards of the RTI model to special education students. Schools should expect, for example, that the IEPs (Individualized Education Programs) of special needs students will contain evidence-based instructional and behavior management strategies, identify student baseline and performance goal levels, and require the collection of progress-monitoring data to determine if those students are in fact reaching their performance goals.
- 3. How does RTI organize a school's intervention services?** RTI intervention services are set up in a multi-tier system, with intervention plans becoming increasingly intensive as students face a higher risk of school failure. The first tier of RTI support, Tier 1, is universal instruction/intervention and is available to all students. Tier 1 is the responsibility of the classroom teacher, who delivers strong core instruction and also employs a range of feasible, practical strategies to provide additional academic or behavioral support for struggling students. It should be noted that a classroom Tier 1 intervention plan continues as a required foundation even for those students who may eventually go on to receive more intensive intervention assistance at Tiers 2 and 3.

In a typical school, up to 20 percent of students will need additional interventions to address

academic delays beyond what is available in the classroom. Most of these students would receive supplemental Tier 2 intervention services. When setting up Tier 2 services, a school will typically adopt what is referred to as the 'standard treatment protocol' approach. That is, the school identifies common areas of student concern (e.g., deficits in general academic vocabulary, limited reading comprehension 'fix up' skills) and purchase or create an evidence-based 'standard treatment' program to target these student academic deficits. Tier 2 services are most often delivered in small groups (capped at 6-7 students) or via computer-based learning.

Approximately 5 percent of general-education students in a typical school receive Tier 3 intervention support in a given year. The profile of a Tier 3 student is one who has not responded to lesser interventions and who is facing a potentially negative, high-stakes outcome such as course failure if that student cannot significantly improve his or her academic or behavioral performance. Most schools adopt a 'problem solving protocol' when planning intensive, Tier 3 interventions: The school establishes an RTI Problem-Solving Team that meets with the referring teacher(s) and efficiently uses the intervention resources of the building to develop a customized intervention plan that matches the unique needs of the student.

4. **What role do assessment and data collection play in the RTI process?** Student assessment is a necessary part of RTI, as data allows the school to locate students who need intervention support and to judge in 'real time' whether specific interventions are actually helping those students. At Tier 1, the teacher who has a student on classroom intervention collects information from the instructional environment to show if the student is benefiting from that intervention plan. Because teachers typically intervene proactively at Tier 1 to address emerging student deficits before they become major, the stakes are lower. Therefore, the kinds of data collected by teachers to document their classroom interventions can be varied and may not be as time-intensive or rigorous as data collection at the higher-stakes Tiers 2 and 3. At Tier 1, for example, a high school English teacher may document a student's classroom writing intervention through work samples of student writing assignments, grades, occasional scoring of writing assignments using a rubric, and a weekly administration of a Curriculum-Based Measurement writing probe.

RTI schools also adopt a proactive approach to identifying struggling learners by selecting several methods to screen the entire student population at several points per year. Middle and high schools may use a mix of data sources in their screenings, including brief, timed academic measures (e.g., Curriculum-Based Measures such as oral reading fluency probes and Maze Reading Comprehension passages); disciplinary office referrals; grades; attendance; recent state test results; etc. Individuals who are flagged in these universal screenings as needing additional intervention support are placed in supplemental (Tier 2 or 3) intervention services.

Academic measures selected to monitor the progress of students at Tiers 2 and 3 should possess 'technical adequacy': that is, they should be valid, reliable, have multiple alternate forms to allow repeated administration, and be sensitive to short-term student academic gains. Examples of CBMs that can be useful for assessing academic skills for secondary students include oral reading fluency, reading comprehension (Maze passage), math computation, and writing probes. Students who receive Tier 2 'standard treatment protocol' interventions should have their progress monitored at least 1-2 times per month. Students on high-stakes Tier 3 interventions overseen by the RTI Problem-Solving Team should be assessed at least weekly.

5. **What is the role of the classroom teacher in the RTI model?** The classroom teacher is responsible under RTI for providing high-quality core instruction to effectively reach the widest possible range of learners. Additionally, the teacher notes any struggling students who need additional 'differentiated' instructional or behavioral support and provides that support in the form of a Tier 1 (classroom) intervention plan. Of course, the teacher should document Tier 1 interventions. The teacher should also be prepared to refer any students who do not respond sufficiently to classroom Tier 1 interventions for higher levels of RTI support--while continuing to use RTI classroom strategies with those students. The classroom teacher should also contact parents of struggling students to share concerns about these students and to encourage open, positive and regular communication between school and home.

6. **What are student responsibilities under RTI?** Teachers and administrators in secondary schools rightly expect that students receiving RTI support will follow through with their part of the intervention plan. After all, schools are accountable for teaching students to become self-advocates for their learning needs. However, many struggling students are disengaged learners who lack the skills or motivation to seek tutorial help from their teachers or take part in other commonly offered RTI supports. Middle and high schools should consider routinely inviting students who are on intensive, Tier 3 interventions to RTI Problem-Solving Team meetings and having those students and their parents sign a 'school success intervention plan' to signify that they understand and agree to participate in all intervention strategies. Additionally, school staff should ensure that they communicate with struggling students and their parents in a manner that clearly details the school's concerns about student performance but also conveys the message that they value these students, welcome them in their classrooms, and are optimistic that—if home and school work together—student academic or behavioral goals can be achieved. Finally, marginal students benefit from having mentor figures in the school setting, to whom they can turn when they encounter problems with their RTI plan or need encouragement and guidance.
7. **What is the parent's role in the RTI model?** The school is responsible for finding ways for struggling students to be successful—whether or not parents choose to actively participate in their children's educational program. Nonetheless, there is wide agreement that parents play a crucial role in guiding and motivating their children toward academic success,. For example, parents can serve as influential role models for work and study skills, set up and supervise homework sessions, stay in close communication with the school about their child's academic performance and behaviors, and dispense home privileges contingent on the effort that their child makes in school. There is no question that the protective factors offered by parents who are positively involved in their children's schooling directly promote academic success and support the mission of RTI. Schools must, however, also recognize that, for a variety of reasons, not all parents find it easy to be involved in their child's education. Schools can most fully engage the power of parent participation by expecting that teachers will contact parents when a student begins to experience difficulties in school, inviting parents to attend RTI Problem-Solving Team meetings, taking care that staff adopt respectful language and tone when speaking with parents about their children, and treating parents at all times as respected colleagues in the RTI process.
8. **How can RTI information assist schools in identifying students who need special education services?** When a student is being considered for possible special education services, the school must first answer a fundamental question: Are that student's academic problems primarily a result of educational factors such as a mismatch between student and instruction--or do they stem instead from a chronic, within-child condition such as a learning disability? The RTI model provides evidence that helps schools to rule out instructional explanations for underperformance by clearly defining a student's problems, matching those

problems to evidence-based interventions, verifying that all interventions are fully carried out as designed, and collecting formative assessment data to judge whether the student has made adequate progress in moving from baseline to goal levels. In other words, when a general-education student is ultimately found to be a 'non-responder' to appropriate evidence-based interventions, that failure to respond can be viewed as one diagnostic marker serving as partial evidence for a possible underlying learning disability or other special education condition.

9. **Why must schools use 'evidence-based' interventions in RTI?** Schools have limited resources and time to put effective interventions in place for struggling students. That is simply a reality of our public education system. Therefore, the RTI model requires that schools be able to justify the intervention strategies that they select by showing that they are 'evidence-based'—i.e., that there is sufficient research to support these strategies. Most researchers agree that evidence-based interventions are those whose effectiveness has been demonstrated through well-crafted studies that use rigorous research methodologies. Ideally, too, these studies should have been published in reputable research journals that have a blind peer-review process to ensure that only studies of the highest quality are published.
10. **Is RTI required by law?** RTI was first introduced to public schools across the nation with the reauthorization by Congress in 2004 of the Individuals With Disabilities Education Improvement Act (IDEIA 2004). This federal legislation encourages the spread of RTI in public education by directing states to allow any of their schools to adopt an RTI model if they so choose and by explicitly preventing states from mandating the continuing use of a test score discrepancy formula in diagnosing learning disabilities. However, IDEIA 2004 also lets states decide whether to *require* that their schools adopt RTI and –if so—what the particulars of each state's RTI model might look like. At present, then, the U.S. Department of Education strongly supports schools' efforts to restructure their student support according to RTI guidelines. However, schools should contact their state education departments for guidance in determining whether RTI is mandated statewide and for specifics about what RTI model(s) their state supports.

<h2 style="text-align: center;">RTI/Secondary: Top Tasks for Implementing RTI at the Middle & High School Level</h2>	<p style="text-align: center;">0</p> <p>Work has not yet begun toward the goal</p>	<p style="text-align: center;">1</p> <p>Work toward the goal has begun (Beginning Phase)</p>	<p style="text-align: center;">2</p> <p>Progress has been made but the goal has not yet been attained (Intermediate Phase)</p>	<p style="text-align: center;">3</p> <p>This goal has been accomplished (Advanced Phase)</p>
<p>My middle or high school has:</p>	0	1	2	3
<p><i>Screening procedures in place to locate students at risk.</i> The school has procedures and decision rules to identify students who should be referred to the RTI Problem-Solving Team for academic or behavioral concerns. For example, the school may</p> <ul style="list-style-type: none"> ◆ Monitor 5- and 10-week grade reports and refer any student who receives two or more failing grades. ◆ Track office disciplinary referrals and refer students with repeated referrals who have not responded positively to lesser forms of intervention such as an administrator/parent conference. ◆ Monitor student attendance and tardiness rates. ◆ Maintain a 'watch list' of at-risk students from year to year, including students transferring into the school from lower grades. ◆ Screen the student population with academic measures -- e.g., Oral Reading Fluency, CBM Reading Comprehension Maze Passages, CBM Math Computation, Measures of Academic Progress (MAP) from www.nwea.org. 				
<p><i>Reached a shared understanding among faculty about how to provide Tier 1 interventions in a consistent manner across classrooms.</i> Standardizing Tier 1 interventions across the school requires:</p> <ul style="list-style-type: none"> ◆ Consensus regarding the minimum effort that is reasonable for teachers to expend in Tier 1 (classroom) interventions ◆ Creation of a menu of feasible classroom strategies to address common student concerns such as lack of organization skills or limited reading comprehension ◆ Provision of staff development, coaching and other support to teachers initially to encourage their adoption of an expanded range of Tier 1 interventions. 				

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<p>My middle or high school has:</p>	0	1	2	3
<p><i>Made supplemental academic interventions available for students found at-risk through school-wide screenings.</i> The school has established supplemental (Tier 2) services where appropriate for students struggling with academic skills. Those services may be delivered through small-group instruction or computer-assisted instruction.</p> <ul style="list-style-type: none"> ◆ Tier 2 groups should be capped at 7 students. All students enrolled a given group should have a similar set of academic needs to allow them all to benefit from the same group intervention procedures. Instruction/interventions should be evidence-based. ◆ Tier 2 computer-assisted instruction should be evidence-based. 				
<p><i>Put into place a formal process for Tier 3 (RTI Team) referrals.</i> The school has a defined process in place for referring students to the RTI Team. That referral process includes these elements:</p> <ul style="list-style-type: none"> ◆ Student referrals can originate from a number of sources (e.g., classroom teachers, school social workers, school psychologists, guidance counselor, administration, parent, etc.). ◆ People who can refer students understand the profile of academic or behavioral concerns that warrant referring a student to the RTI Team. ◆ The school designates a small number of contact people (e.g., school social worker, school psychologist, guidance counselors, school administration) through whom student referrals are channeled. 				

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<p>My middle or high school has:</p>	0	1	2	3
<p><i>Created consistent and fair policies throughout the school for homework assignments and acceptance of late work. Ideas to be considered for a schoolwide homework/late work policy include:</i></p> <ul style="list-style-type: none"> ◆ Setting a reasonable cap on the amount that homework counts toward the course grade (e.g., 10-20 percent). ◆ Establishing guidelines across classrooms for the acceptance of late work, including penalties and conditions (such as illness) under which those penalties are to be waived. ◆ Requiring that all teachers hand out periodic (e.g., weekly) outlines detailing all upcoming classwork and homework assignments. ◆ Allowing the RTI Team latitude on a case-by-case basis to modify a student's homework expectations or allow an extension in the acceptance of late student work if evidence shows that the student has otherwise mastered essential course concepts (e.g., the student is passing quizzes and tests). 				

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<p>My middle or high school's RTI Team has:</p>	0	1	2	3
<p><i>Adopted an efficient problem-solving model.</i> The problem-solving team is a multi-disciplinary team that meets regularly to discuss student referrals. This 'RTI Team':</p> <ul style="list-style-type: none"> ◆ Follows a consistent, structured problem-solving model. ◆ Schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan was effective. ◆ Develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people. ◆ Builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns. 				
<p><i>Identified RTI-relevant existing (archival) data to be routinely brought to RTI Team meetings.</i> The RTI Team surveys the data already collected and stored by the school (existing or 'archival' data') and decides (1) what specific data should routinely be brought to RTI Team meetings and (2) who is responsible for bringing it. Examples of data that would be useful at initial intervention team meetings include:</p> <ul style="list-style-type: none"> ◆ Attendance records ◆ Current quiz, test, and homework grades ◆ Office disciplinary referral information. 				

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<p>My middle or high school's RTI Team has:</p>	0	1	2	3
<p><i>Inventoried intervention resources available in the building or district for use by the RTI Team. The inventory should include:</i></p> <ul style="list-style-type: none"> ◆ Formal programs or services available to at-risk students, ◆ Specific personnel with specialized training in academic or behavioral interventions (who can serve as consultants or coaches to teachers) ◆ Curriculum materials – including computer-assisted instructional or remedial programs—that can be included in student intervention plans when appropriate. <p>Once inventoried, intervention resources should be organized into a list by presenting student concerns, with information about how each resource can be accessed by the RTI Team.</p>				
<p><i>Mapped adolescent and family services offered by local human-services agencies. Through the RTI Team or other vehicle, the school has:</i></p> <ul style="list-style-type: none"> ◆ Surveyed the range of relevant agency services or programs offered in the community that target adolescents or families. ◆ Identified referral procedures and key contacts in local agencies to access their programs or services. ◆ Developed the capability (with agency and family/student agreement) to invite agency representatives to join the RTI Team in 'wrap-around' intervention-planning meetings. 				

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<p>My middle or high school's RTI Team has:</p>	0	1	2	3
<p><i>Developed a process to train students to be self-advocating, self-managing learners.</i> The school recognizes that students have important responsibilities in middle and high school interventions. To accomplish this goal, the school:</p> <ul style="list-style-type: none"> ◆ Provides training to students in how to analyze their learning needs and advocate for those needs. ◆ Creates the expectation that students will be invited to RTI Team meetings when appropriate. ◆ Develops a student 'intervention contract' listing those elements of the intervention plan that require student participation--to ensure understanding and motivation for compliance. 				
<p><i>The capacity to monitor student progress during interventions.</i> The RTI Team has the capacity using reliable, valid measures to track student progress in response to intervention plans and can make data-based decisions within several weeks whether those plans are effective.</p>				

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 to we stick to a problem-solving framework and make referring teachers feel welcome & supported?")

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

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

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

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

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

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

RTI Team 'Process' Issues ("How well do we share our feelings and attitudes about the RTI Team?")

- Encouraging team members to share opinions about the RTI Team's direction, overall success.....1 2 3 4
- Encouraging team members to identify positive, negative events occurring at meetings.....1 2 3 4
- Reserving sufficient time for team 'debriefings' to communicate about 'process' issues.....1 2 3 4

Additional Topics...

- Recruiting future RTI Team members.....1 2 3 4
- Finding ways to save time in the RTI process.....1 2 3 4
- Coordinating RTI Team and Special Education referrals.....1 2 3 4
- Observing appropriate confidentiality with team, teacher, and student information.....1 2 3 4
- Other: _____ 1 2 3 4
- Other: _____ 1 2 3 4



Engaging the Reluctant Teacher: Seven Reasons Why Instructors May Resist Implementing Classroom (Tier 1) RTI Interventions

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

	1. Lack of Skills. Teachers lack the skills necessary to successfully implement academic or behavioral interventions in their content-area classrooms (Fisher, 2007; Kamil et al., 2008).
	2. Not My Job. Teachers define their job as providing content-area instruction. They do not believe that providing classwide or individual academic and behavioral interventions falls within their job description (Kamil et al., 2008).
	3. No Time. Teachers do not believe that they have sufficient time available in classroom instruction to implement academic or behavioral interventions (Kamil et al., 2008; Walker, 2004).
	4. No Payoff. Teachers lack confidence that there will be an adequate instructional pay-off if they put classwide or individual academic or behavioral interventions into place in their content-area classroom (Kamil et al., 2008).
	5. Loss of Classroom Control. Teachers worry that if they depart from their standard instructional practices to adopt new classwide or individual academic or behavior intervention strategies, they may lose behavioral control of the classroom (Kamil et al., 2008).
	6. Not Deserving. Teachers are unwilling to invest the required effort to provide academic or behavioral interventions for unmotivated students (Walker, 2004) because they would rather put that time into providing additional attention to well-behaved, motivated students who are 'more deserving'.
	7. The Magic of Special Education. Content-area teachers regard special education services as 'magic' (Martens, 1993). According to this view, interventions provided to struggling students in the general-education classroom alone will be inadequate, and only special education services have the power to truly benefit those students.
Other:	<hr/> <hr/> <hr/>



Brainstorm Ideas to Overcome Teacher 'Reluctance'...

Concern 1

- _____
- _____
- _____
- _____

Concern 2

- _____
- _____
- _____
- _____

Concern 3

- _____
- _____
- _____
- _____

References

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Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Martens, B. K. (1993). A case against magical thinking in school-based intervention. *Journal of Educational and Psychological Consultation*, 4(2), 185-189.

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Tier 1 (Classroom) Teacher/Consultant Meeting Form

The classroom teacher is responsible under RTI for providing high-quality core instruction to effectively reach the widest possible range of learners. Additionally, the teacher:

- notes any struggling students who need additional 'differentiated' instructional or behavioral support
- provides that support in the form of a Tier 1 (classroom) intervention plan
- documents those Tier 1 interventions
- contacts parents of struggling students to share concerns about these students and to encourage open, positive and regular communication between school and home.

One option to assist a teacher through the intervention planning process is to have a consultant meet briefly with him or her to create a Tier 1 classroom intervention plan. Here is a recommended agenda for structuring a Tier 1 meeting between teacher and consultant:

1. **Identify the Problem:** *Define the student primary academic or behavioral concern(s).* The referring teacher's top 1-2 academic or behavioral concerns about the student are identified and stated in clear, specific, observable terms. See the *Tier 1 Problem-Identification Worksheet* later in this handout for a guide to structuring problem-definition statements.

a. *Student Concern A:* _____

b. *Student Concern B:* _____

2. **Select a Hypothesis:** *Select the most likely explanation (hypothesis) for each student concern.* The referring teacher and consultant review information about the student and arrive at a hypothesis about the underlying reason(s) for each student concern. See the *Tier 1 Problem-Identification Worksheet* that appears later in this handout for a listing of possible explanations for academic or behavioral problems.

a. *Hypothesis for Student Concern A:* _____

b. *Hypothesis for Student Concern B:* _____

3. **Create an Intervention Plan:** *Select interventions to address the identified student concern(s).* The referring teacher and consultant review intervention strategies and select one or more ideas that are likely to address the identified student concern(s). Those interventions are then documented on the *Tier 1/Classroom Intervention Planning Sheet* that appears later in this document.
4. **Schedule a Follow-Up Meeting:** *Schedule a date to review the intervention plan.* The referring teacher and consultant agree on a date for a follow-up meeting, when the student's response to the intervention plan can be reviewed.

Details of follow-up Tier 1 teacher/consultant meeting:

Date: ____ / ____ / ____ Time: ____ : ____ Location: _____

Number of Instructional Weeks the Intervention Will Be Attempted: _____ Weeks

5. **Decide How to Monitor Progress:** *Create a plan to monitor the student's progress during the Tier 1 intervention plan.* The referring teacher and consultant select method(s) to monitor student progress during the intervention. Use the table below to plan method(s) for data collection, as well as to calculate the student's performance pre-intervention ('baseline') and estimation of the student's expected improvement at the end of the intervention ('intervention goal').

Method of Data Collection	Baseline: Student Performance Pre-Intervention (Baseline)	Intervention Goal: Expected Improvement
1.		
2.		
3.		

Tier 1 Problem-Identification Worksheet

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

Academic Problems: Format for Writing Problem Definition Statement		
Environmental Conditions or Task Demands	Problem Description	Typical/ Expected Level of Performance
<i>Example:</i> On grade 7 reading passages...	... Angela reads an average of 42 correct words per minute...	... while a typical student is able to read 168 words per minute.
Behavioral Problems: Format for Writing Problem Definition Statement		
Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior
<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.

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

Behavioral

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

Academic

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

Tier 1/Classroom Intervention Planning Sheet

Teacher/Team: _____ Date: _____ Student: _____

Student Problem Definition #1: _____

Student Problem Definition #2: _____

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

- Interventions: Essential Elements (Witt et al., 2004)**
- Clear problem-definition(s)
 - Baseline data
 - Goal for improvement
 - Progress-monitoring plan

Intervention Description	Intervention Delivery	Check-Up Date	Assessment Data	
Describe each intervention that you plan to use to address the student's concern(s).	List key details about delivery of the intervention, such as: (1) where & when the intervention will be used; (2) the adult-to-student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;.	Select a date when the data will be reviewed to evaluate the intervention.	Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student's progress during this intervention.	
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up
			Type(s) of Data to Be Used:	
			Baseline	Goal by Check-Up

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

Student Self-Directed Interventions Sheet: Guidelines for Use

This worksheet is an organizer that teachers, counselors, and other educators can use to develop a student-directed intervention. The framework is flexible. A single teacher, or guidance counselor, or entire instructional team can use the form when conferencing with a student. This form can also be very helpful to structure parent-teacher-student meetings to make them more productive and to document the intervention plans developed there. Below are educator guidelines to help the student complete the *Student Self-Directed Interventions: Planning Sheet* (attached).

Section 1: Defining Your Goals

Student Directions: *Define 1-2 intervention goals that you would like to work on:*

The student is likely to need your assistance to select 1-2 specific goals to be the focus of the intervention. The defined goal(s) may include basic academic skills, cognitive strategies, and/or more general 'academic enabling' skills. NOTE: If the presenting student problem stems from deficits in basic academic skills or cognitive strategies, you may want to review the appropriate reading or math Common Core State Standards for ideas on how to word the goal statement in standards-based form.

Section 2: Selecting Student-Directed Interventions

Student Directions: *List up to 4 strategies that you will take on your own to reach your goal(s).*

The goal is for the student to take initiative in selecting several strategies that he or she is responsible for doing to reach the goal. As you assist the student in selecting and writing down self-help strategies, specify how frequently or under what conditions the student will use each strategy (e.g., "At the start of each class period, the student will review a checklist to ensure that she has all work materials."). The student form also allows you to meet with the student for follow-up sessions and to check off whether he or she is consistently using the self-help strategies. NOTE: The student may need training before he or she can use some strategies independently. Several sample student-directed solutions appear below:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Self-monitor preparation for class using a student-created checklist <input type="checkbox"/> Bring all work materials to class <input type="checkbox"/> Write complete lecture notes <input type="checkbox"/> Maintain a clear, uncluttered work space <input type="checkbox"/> Create a structured work plan before completing larger assignments <input type="checkbox"/> Complete additional readings to reinforce understanding of course concepts, content <input type="checkbox"/> Take practice tests to prepare for actual class or state tests | <ul style="list-style-type: none"> <input type="checkbox"/> Write down homework assignment and double-check for accuracy and completeness before leaving class <input type="checkbox"/> Ensure that all work materials for homework go home <input type="checkbox"/> Study course material on a regular review schedule <input type="checkbox"/> Prepare nightly homework plans, check off completed tasks <input type="checkbox"/> Use 'self-help' Internet sites (e.g., algebrahelp.com) to find answers to questions |
|---|---|

Section 3: Selecting Interventions Supported by Others

Student Directions: *List up to 4 types of assistance that you will obtain from others to reach your goal(s):*

In this section are listed those student supports that require assistance from others. As you help the student to choose and document strategies involving others, specify how frequently or under what conditions the student will use each strategy (e.g., "When the student has a question about lecture content or an assignment, he will bring that question to the teacher during her free period."). The student form also allows you to meet with the student for follow-up sessions and to check off whether he or she is continuing to use these 'other-assisted' strategies. Several sample 'interventions supported by others' appear below:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Use teacher-supplied guided notes in class <input type="checkbox"/> Seek instructor help during free periods <input type="checkbox"/> Receive tutoring services from peer or adult <input type="checkbox"/> Be assigned an adult mentor <input type="checkbox"/> Set up regular 'check-in' sessions with a school staff member to monitor student's intervention follow-through <input type="checkbox"/> Have the teacher review and sign off on homework assignments written in the student's notebook/course agenda | <ul style="list-style-type: none"> <input type="checkbox"/> Create a study group with other students <input type="checkbox"/> Have parent(s) assist as 'homework coaches' to help the student to organize, get started with, and complete homework <input type="checkbox"/> Meet with the teacher for brief weekly conferences to review course performance (e.g., grades, missing work, etc.) |
|---|---|

Section 4: Measuring Progress Toward Your Goals

Student Directions: *Select up to 2 ways that you will measure progress toward your intervention goal(s):*

The task in this section is to select one or more ways that you and the student can track whether the intervention(s) being tried are actually effective in helping the student to achieve his or her goal(s). As you help the student to choose each method for monitoring progress, specify how frequently the data is to be collected (e.g., 'daily', 'weekly', 'after each tutoring session'). The student form also allows you to meet with the student for follow-up sessions and to check off whether the data is being collected consistently. Several sample methods for tracking student progress on intervention appear below:

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> 'Academic Enabler' Skills Checklist <input type="checkbox"/> Behavior Report Card: To be completed by the teacher and/or student | <ul style="list-style-type: none"> <input type="checkbox"/> Homework Log <input type="checkbox"/> School/Home Note <input type="checkbox"/> Evaluation of Work Products |
|--|--|

Section 5: Setting an Intervention 'Check-Up' Date

Directions: *Decide how many instructional weeks your intervention will last. Write in the intervention 'end date' (the calendar date when you will review progress to see if your current intervention plan is effective):*

The student must allocate sufficient time for the intervention to accurately judge whether it is a success. Generally, student interventions should last between 4 and 8 instructional weeks. You can assist the student in both setting a reasonable timespan for the intervention and (by consulting a school calendar) writing down the end-date to mark the conclusion of the intervention.

Student Self-Directed Interventions: Planning Sheet

Student: _____ Date: _____ Teacher/Course: _____

Section 1: Defining Your Goals

Directions: Define 1-2 intervention goals that you would like to work on. Try to be specific.

1	
2	

Section 2: Selecting Student-Directed Interventions

Directions: List up to 4 strategies that you will use on your own to reach your goal(s).

Check-in Date:

Check-in Date:

Check-in Date:

		Check-in Date:	Check-in Date:	Check-in Date:
1		Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N
2		Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N
3		Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N
4		Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N

Section 3: Selecting Interventions Supported by Others

Directions: List up to 3 types of assistance that you plan to obtain from others to reach your goal(s):		Check-in Date: _____	Check-in Date: _____	Check-in Date: _____
1		Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N
2		Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N
3		Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Strategy still in use? <input type="checkbox"/> Y <input type="checkbox"/> N

Section 4: Measuring Progress Toward Your Goals

Directions: Select up to 2 ways that you will measure progress toward your intervention goal(s).		Check-in Date: _____	Check-in Date: _____	Check-in Date: _____
1		Monitoring still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Monitoring still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Monitoring still in use? <input type="checkbox"/> Y <input type="checkbox"/> N
2		Monitoring still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Monitoring still in use? <input type="checkbox"/> Y <input type="checkbox"/> N	Monitoring still in use? <input type="checkbox"/> Y <input type="checkbox"/> N

Section 5: Setting an Intervention 'Check-Up' Date

Directions: Decide how many instructional weeks your intervention will last. Write in the intervention 'end date' (the calendar date when you will review progress to see if your current intervention plan is effective):

Number of instructional weeks the intervention will last: _____ End Date: ____/____/____