

# RTI at Tier 3: Intensive Intervention: Problem-Solving Protocol

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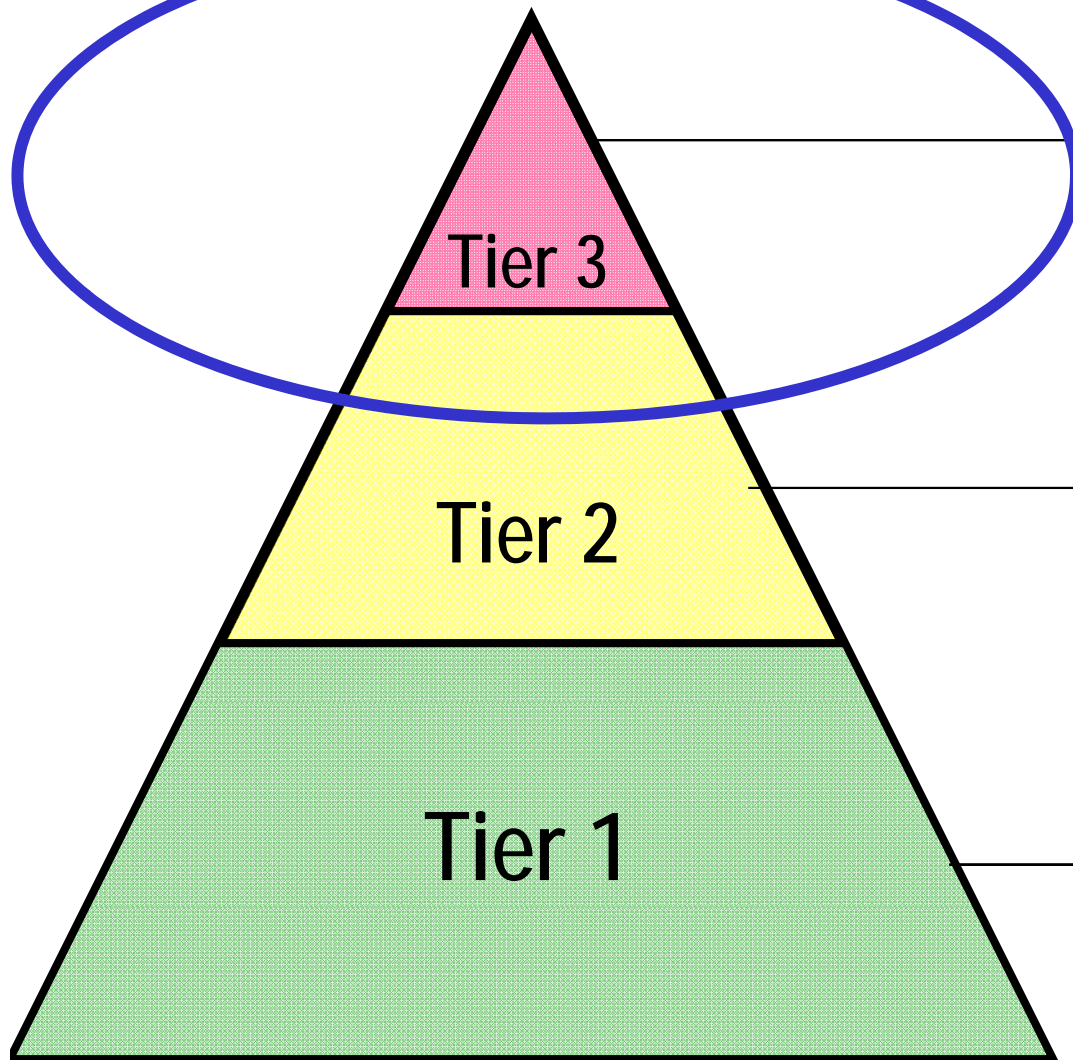


### Tier 3: Intensive Intervention: Problem-Solving Protocol



***RTI at Tier 3: Supplemental Support.*** What is the RTI Problem-Solving Team—and what is its role in managing intensive interventions?

## RTI 'Pyramid of Interventions'



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

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

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

### Tier 3: RTI 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

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

### Tier 3 Interventions Are Developed With Assistance from the School's RTI (Problem-Solving) Team



#### Effective RTI Teams:

- Are multi-disciplinary and include classroom teachers among their members
- Follow a structured 'problem-solving' model
- Use data to analyze the academic or behavioral problem and match the student to effective, evidence-based interventions
- Develop a detailed research-based intervention plan to help staff with implementation
- Check up on the teacher's success in carrying out the intervention ('intervention integrity')

### Focus on School Factors That We Can Control

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

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

## Tier 3: Intensive Intervention: Problem-Solving Protocol



***RTI Problem-Solving Team: Roles & Meeting Structure:*** What are the roles of RTI Team members and how are the meetings structured ?

# Team Roles

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



RTI Team Role	Responsibilities	Tips for RTI Teams
Facilitator	<ul style="list-style-type: none"> <li><input type="checkbox"/> Opens the meeting by welcoming the referring teacher(s), parents, and student; describing what is to be accomplished at the meeting, and how long the meeting will last.</li> <li><input type="checkbox"/> Guides the Team through the stages of the problem-solving process.</li> <li><input type="checkbox"/> Checks for agreement between Team members at important discussion points during the meeting.</li> <li><input type="checkbox"/> Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control--e.g., classroom instruction).</li> </ul>	<ul style="list-style-type: none"> <li>● Write a short introductory 'script' to ensure that important points are always reviewed at the start of the meeting.</li> <li>● 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.</li> </ul>

## Response to Intervention

RTI Team Role	Responsibilities	Tips for RTI Teams
Recorder	<ul style="list-style-type: none"><li data-bbox="541 347 1352 639">❑ Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring.</li><li data-bbox="541 651 1352 1094">❑ Asks the Team for clarification as needed about key discussion points, including phrasing of teacher 'problem-identification' statements and intervention descriptions.</li></ul>	<ul style="list-style-type: none"><li data-bbox="1381 347 1990 639">● Sit next to the facilitator for ease of communication during the meeting.</li><li data-bbox="1381 651 1990 1474">● 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.</li></ul>

## Response to Intervention

RTI Team Role	Responsibilities	Tips for RTI Teams
Time-Keeper	<ul style="list-style-type: none"><li>☐ Monitors the time allocated to each stage of the meeting and informs members when that time has expired.</li></ul>	<ul style="list-style-type: none"><li>● Give the Team a 'two-minute warning' whenever time is running low during a stage of the meeting.</li><li>● 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.</li></ul>

## Response to Intervention

RTI Team Role	Responsibilities	Tips for RTI Teams
Case Manager	<ul style="list-style-type: none"><li><input type="checkbox"/> Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns, decide what additional data should be collected on the student.</li><li><input type="checkbox"/> Touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.</li></ul>	<ul style="list-style-type: none"><li>● 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?"</li><li>● 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.</li></ul>

## Response to Intervention

RTI Team Role	Responsibilities	Tips for RTI Teams
Coordinator	<ul style="list-style-type: none"><li>□ 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.</li></ul>	<ul style="list-style-type: none"><li>● 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.</li><li>● Define those coordinator duties that are clerical in nature (e.g., scheduling meeting rooms, emailing meeting invitations, etc.) and assign them to clerical staff.</li></ul>

### **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 Intervention: Problem-Solving Protocol



### *Ensuring Quality at RTI Team*

*Meetings:* What are the quality indicators that indicate a well-run RTI Problem-Solving Team?

## RTI Problem-Solving Team Meeting 'Quality Indicators': A Checklist

School: \_\_\_\_\_ Date: \_\_\_\_\_ Student (Initials): \_\_\_\_\_

Directions: Use this checklist at the conclusion of your initial RTI Team meeting to compare your actual process against the 'quality indicators' listed below. Note your RTI Team's relative strengths / areas in need of improvement.

RTI Team Meeting 'Quality Indicator'	NOTES
<p>1. <b>Introductions/Statement of Purpose Stated.</b> The meeting opened with introductions (e.g., names of those attending and their 'RTI Team' roles); statement about purpose, goal(s), and expected length of time for the meeting</p>	
<p>2. <b>Problem(s) Clearly Defined in Advance.</b> The student problem(s) were already defined in clear and specific terms at the start of the RTI Team meeting (because the Case Manager had met in advance with the teacher(s)). Also, if necessary, teacher concerns were prioritized and limited to no more than two.</p>	
<p>3. <b>RTI Team Roles Assigned.</b> Team members effectively assumed the following roles:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Case Manager (Pre-Meeting)</li> <li><input type="checkbox"/> Facilitator</li> <li><input type="checkbox"/> Recorder</li> <li><input type="checkbox"/> Time-Keeper</li> <li><input type="checkbox"/> Coordinator</li> </ul>	
<p>4. <b>RTI Team Meeting Structure Followed.</b> The RTI Team meeting followed this problem-solving structure:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Step 1: Assess Teacher Concerns</li> <li><input type="checkbox"/> Step 2: Inventory Student Strengths/Talents</li> <li><input type="checkbox"/> Step 3: Review Background/Baseline Data</li> <li><input type="checkbox"/> Step 4: Select Target Teacher Concerns</li> <li><input type="checkbox"/> Step 5: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring</li> <li><input type="checkbox"/> Step 6: Design an Intervention Plan</li> <li><input type="checkbox"/> Step 7: Plan How to Share Meeting Information with the Student's Parent(s)</li> <li><input type="checkbox"/> Step 8: Review Intervention &amp; Monitoring Plans</li> </ul> <p>The meeting progressed with few interruptions or digressions.</p>	
<p>5. <b>Sufficient Data Collected.</b> There was sufficient academic and behavioral data presented at the meeting to allow the RTI Team to adequately understand the student problem(s). (This data included existing information from the school database and/or additional data such as direct observations or student academic assessment collected prior to the meeting.)</p>	
<p>6. <b>Intervention Plan Built from Research-Based Elements.</b> The intervention programs and/or ideas recommended by the RTI Team to address the student concern are supported by research.</p>	

Handouts  
pp. 31-32



## RTI Problem-Solving Team: Quality Indicators

1. **Introductions/Statement of Purpose Stated.** The meeting opened with introductions (e.g., names of those attending and their 'RTI Team' roles); statement about purpose, goal(s), and expected length of time for the meeting

## RTI Problem-Solving Team: Quality Indicators

2. **Problem(s) Clearly Defined in Advance.** The student problem(s) were already defined in clear and specific terms at the start of the RTI Team meeting (because the Case Manager had met in advance with the teacher(s)). Also, if necessary, teacher concerns were prioritized and limited to no more than two.

## RTI Problem-Solving Team: Quality Indicators

3. **RTI Team Roles Assigned.** Team members effectively assumed the following roles:
- Case Manager (Pre-Meeting)
  - Facilitator
  - Recorder
  - Time-Keeper
  - Coordinator

# RTI Problem-Solving Team: Quality Indicators

4. **RTI Team Meeting Structure Followed.** The RTI Team meeting followed this problem-solving structure:
- 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

The meeting progressed with few interruptions or digressions.

# RTI Problem-Solving Team: Quality Indicators

5. **Sufficient Data Collected.** There was sufficient academic and behavioral data presented at the meeting to allow the RTI Team to adequately understand the student problem(s). (This data included existing information from the school database and/or additional data such as direct observations or student academic assessment collected prior to the meeting.)

## RTI Problem-Solving Team: Quality Indicators

6. **Intervention Plan Built from Research-Based Elements.** The intervention programs and/or ideas recommended by the RTI Team to address the student concern are supported by research.

# RTI Problem-Solving Team: Quality Indicators

- 7. Progress-Monitoring Plan Developed.** A plan was developed to monitor the student's progress while on intervention. The plan required at least weekly progress-monitoring. It also incorporated source(s) of data that are reliable and valid—and included both a baseline reading of student performance and a clear post-intervention goal for student improvement.

## RTI Problem-Solving Team: Quality Indicators

8. **Student Input Solicited.** If appropriate, the school collected information from the student to better understand the presenting problem(s) by:
- interviewing the student at a pre-meeting (e.g., with the teacher or school counselor), and/or
  - inviting the (middle or high school) student to participate in the RTI Team meeting.



## RTI Problem-Solving Team: Quality Indicators

9. **Teacher Participation Encouraged.** At least one teacher who works with the student attended the RTI Team meeting. Referring teacher(s) at the meeting were made to feel welcome, clearly understood the purpose of the meeting, were encouraged to share their views, and fully participated in the RTI problem-solving process.

## RTI Problem-Solving Team: Quality Indicators

10. **Meeting Information Recorded.** All relevant intervention information shared at the RTI Team meeting was accurately recorded. The RTI Team expected to get a completed copy of the intervention plan by the end of the day to all educators participating in the student's RTI intervention plan.

## RTI Problem-Solving Team: Quality Indicators

11. **Follow-Up Meeting Scheduled.** At the conclusion of the initial RTI Team meeting, the team and referring teacher(s) scheduled a follow-up meeting within a reasonable span of time (e.g., 6-8 weeks) to review the student's intervention progress.

# Activity: Setting Up Strong RTI Teams

- Look over the list of high-quality indicators of the RTI Problem-Solving Team.
- Talk at your tables about how you could use a checklist like this to communicate with schools about setting up strong RTI Teams.



# How Is a Secondary RTI Problem-Solving Team Like a MASH Unit?



- The RTI Team must deal with complex situations with limited resources and tight timelines, often being forced to select from among numerous 'intervention targets' (e.g., attendance, motivation, basic skill deficits, higher-level deficits in cognitive strategies) when working with struggling students.
- The 'problem-solving' approach is flexible, allowing the RTI Team quickly to sift through a complex student case to identify and address the most important 'blockers' to academic success.
- Timelines for success are often short-term (e.g., to get the student to pass a course or a state test), measured in weeks or months.

### RTI Problem-Solving Teams: Recommendations

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

### Secondary RTI Teams: Combining Consistency & Flexibility

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

### The Tier 3 RTI Problem-Solving Team Is *NOT*...

- A group whose purpose is to screen students to see if they should be referred to Special Education.
- A place to bring students who need only classroom (Tier 1) interventions.



## Tier 3: Intensive Intervention: Problem-Solving Protocol



*Next Steps.* What are the recommended 'next steps' for this module?

## Tier 3: Recommended Next Steps...

1. *Recruit the RTI Problem-Solving Team.* Put together a multi-disciplinary team to serve as a schoolwide (or perhaps grade-wide) RTI Problem-Solving Team.
2. *Define the RTI Team: Rules & Structure.* Agree on the roles and a meeting structure for the RTI Team.
3. *Plan a Process for Taking RTI Team Referrals.*  
Delineate a process for referring students to the Tier 3 RTI Team from Tiers 1 and 2.

05:00

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# Handout: Next Steps: p. 34

- In your groups, discuss the content and recommendations for 'next steps' presented in this portion of the workshop.
- Jot down any immediate next steps that you think are important to prepare to support your schools in RTI.

1. Students who fail to respond to \_\_\_\_\_ or support an RTI Problem-Solving Team, which meets to assemble participants will learn how to recruit for and train an RTI \_\_\_\_\_ active guidelines for judging whether a student on intensive \_\_\_\_\_ e specialized evaluation.

Who in your CAST network of schools will you need to enlist to help you with this goal?:

1. \_\_\_\_\_
2. \_\_\_\_\_

What resources will you need beyond those supplied in this training to accomplish the goal?

1. \_\_\_\_\_
2. \_\_\_\_\_