RTI Toolkit: A Practical Guide for Schools

RTI: Resources to Ensure the Quality of Academic Interventions

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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.

Interventions & Related Concepts: Definitions

Core Instruction. Those instructional strategies that are used routinely with all students in a general-education setting are considered 'core instruction'. High-quality instruction is essential and forms the foundation of RTI academic support. NOTE: While it is important to verify that good core instructional practices are in place for a struggling student, those routine practices do not 'count' as individual student interventions.

Intervention. An academic *intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37).

Accommodation. An accommodation is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers. An accommodation for students who are slow readers, for example, may include having them supplement their silent reading of a novel by listening to the book on tape. An accommodation for unmotivated students may include breaking larger assignments into smaller 'chunks' and providing students with performance feedback and praise for each completed 'chunk' of assigned work (Skinner, Pappas & Davis, 2005).

Modification. A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated. Examples of modifications are giving a student five math computation problems for practice instead of the 20 problems assigned to the rest of the class, letting the student consult course notes during a test when peers are not permitted to do so, and allowing a student to select a much easier book for a book report than would be allowed to his or her classmates.

Instructional modifications are essential elements on the Individualized Education Plans (IEPs) or Section 504 Plans of many students with special needs. Modifications are generally not included on a general-education student's RTI intervention plan, because the working assumption is that the student can be successful in the curriculum with appropriate interventions and accommodations alone.

References

Methe, S. A., & Riley-Tillman, T. C. (2008). An informed approach to selecting and designing early mathematics interventions. School Psychology Forum: Research into Practice, 2, 29-41.

Skinner, C. H., Pappas, D. N., & Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. *Psychology in the Schools, 42*, 389-403.

Academic Interventions 'Critical Components' Checklist

This checklist summarizes the essential components of academic interventions. When preparing a student's Tier 1, 2, or 3 academic intervention plan, use this document as a 'pre-flight checklist' to ensure that the academic intervention is of high quality, is sufficiently strong to address the identified student problem, is fully understood and supported by the teacher, and can be implemented with integrity. NOTE: While the checklist refers to the 'teacher' as the interventionist, it can also be used as a guide to ensure the quality of interventions implemented by non-instructional personnel, adult volunteers, parents, and peer (student) tutors.

Directions: When creating an academic intervention plan, review that plan by comparing it to each of the items below.

- If a particular intervention element is missing or needs to be reviewed, check the 'Critical Item?' column for that element.
- Write any important notes or questions in the 'Notes' column.

Allocating Sufficient Contact Time & Assuring Appropriate Student-Teacher Ratio

The cumulative time set aside for an intervention and the amount of direct teacher contact are two factors that help to determine that intervention's 'strength' (Yeaton & Sechrest, 1981).

Critical Item?	Intervention Element	Notes
☐	**Time Allocated.** The time set aside for the intervention is appropriate for the type and level of student problem (Burns & Gibbons, 2008; Kratochwill, Clements & Kalymon, 2007). When evaluating whether the amount of time allocated is adequate, consider: • Length of each intervention session. • Frequency of sessions (e.g.., daily, 3 times per week) • Duration of intervention period (e.g., 6 instructional weeks)	
☐	**Student-Teacher Ratio.** The student receives sufficient contact from the teacher or other person delivering the intervention to make that intervention effective. NOTE: Generally, supplemental intervention groups should be limited to 6-7 students (Burns & Gibbons, 2008).	

Matching the Intervention to the Student Problem

Academic interventions are not selected at random. First, the student academic problem(s) is defined clearly and in detail. Then, the likely explanations for the academic problem(s) are identified to understand which intervention(s) are likely to help—and which should be avoided.

Critical Item?	Intervention Element	Notes
☐	**Problem Definition.** The student academic problem(s) to be addressed in the intervention are defined in clear, specific, measureable terms (Bergan, 1995; Witt, VanDerHeyden & Gilbertson, 2004). The full problem definition describes: • *Conditions*. Describe the environmental conditions or task demands in place when the academic problem is observed. • *Problem Description*. Describe the actual observable academic behavior in which the student is engaged. Include rate, accuracy, or other quantitative information of student performance. • *Typical or Expected Level of Performance*. Provide a typical or expected performance criterion for this skill or behavior. Typical or expected academic performance can be calculated using a variety of sources,	
☐	**Appropriate Target.** Selected intervention(s) are appropriate for the identified student problem(s) (Burns, VanDerHeyden & Boice, 2008). TIP: Use the Instructional Hierarchy (Haring et al., 1978) to select	

	academic interventions according to the four stages of learning: • *Acquisition*. The student has begun to learn how to complete the target skill correctly but is not yet accurate in the skill. Interventions should improve accuracy. • *Fluency*. The student is able to complete the target skill accurately but works slowly. Interventions should increase the student's speed of responding (fluency) as well as to maintain accuracy. • *Generalization*. The student may have acquired the target skill but does not typically use it in the full range of appropriate situations or settings. Or the student may confuse the target skill with 'similar' skills. Interventions should get the student to use the skill in the widest possible range of settings and situations, or to accurately discriminate between the target skill and 'similar' skills. • *Adaptation*. The student is not yet able to modify or adapt an existing skill to fit novel task-demands or situations. Interventions should help the student to identify key concepts or elements from previously learned skills that can be adapted to the new demands or situations.	
☐	'Can't Do/Won't Do' Check. The teacher has determined whether the student problem is primarily a skill or knowledge deficit ('can't do') or whether student motivation plays a main or supporting role in academic underperformance ('wont do'). If motivation appears to be a significant factor contributing to the problem, the intervention plan includes strategies to engage the student (e.g., high interest learning activities; rewards/incentives; increased student choice in academic assignments, etc.) (Skinner, Pappas & Davis, 2005; Witt, VanDerHeyden & Gilbertson, 2004).	

Incorporating Effective Instructional Elements

These effective 'building blocks' of instruction are well-known and well-supported by the research. They should be considered when selecting or creating any academic intervention.

Critical Item?	Intervention Element	Notes
☐	Explicit Instruction. Student skills have been broken down "into manageable and deliberately sequenced steps" and the teacher provided" overt strategies for students to learn and practice new skills" (Burns, VanDerHeyden & Boice, 2008, p.1153).	
☐	Appropriate Level of Challenge. The student experienced sufficient success in the academic task(s) to shape learning in the desired direction as well as to maintain student motivation (Burns, VanDerHeyden & Boice, 2008).	
☐	Active Engagement. The intervention ensures that the student is engaged in 'active accurate responding' (Skinner, Pappas & Davis, 2005).at a rate frequent enough to capture student attention and to optimize effective learning.	
☐	Performance Feedback. The student receives prompt performance feedback about the work completed (Burns, VanDerHeyden & Boice, 2008).	
☐	Maintenance of Academic Standards. If the intervention includes any accommodations to better support the struggling learner (e.g., preferential seating, breaking a longer assignment into smaller chunks), those accommodations do not substantially lower the academic standards against which the student is to be evaluated and are not likely to reduce the student's rate of learning (Skinner, Pappas & Davis, 2005).	

Verifying Teacher Understanding & Providing Teacher Support		
The teacher is an active agent in the intervention, with primary responsibility for putting it into practice in a busy classroom. It is important, then, that the teacher fully understands how to do the intervention, believes that he or she can do it, and knows whom to seek out if there are problems with the intervention.		
Critical Item?	Intervention Element	Notes
☐	Teacher Responsibility. The teacher understands his or her responsibility to implement the academic intervention(s) with integrity.	
☐	Teacher Acceptability. The teacher states that he or she finds the academic intervention feasible and acceptable for the identified student problem.	
☐	Step-by-Step Intervention Script. The essential steps of the intervention are written as an 'intervention script'--a series of clearly described steps—to ensure teacher understanding and make implementation easier (Hawkins, Morrison, Musti-Rao & Hawkins, 2008).	
☐	Intervention Training. If the teacher requires training to carry out the intervention, that training has been arranged.	
☐	Intervention Elements: Negotiable vs. Non-Negotiable. The teacher knows all of the steps of the intervention. Additionally, the teacher knows which of the intervention steps are 'non-negotiable' (they must be completed exactly as designed) and which are 'negotiable' (the teacher has some latitude in how to carry out those steps) (Hawkins, Morrison, Musti-Rao & Hawkins, 2008).	
☐	Assistance With the Intervention. If the intervention cannot be implemented as designed for any reason (e.g., student absence, lack of materials, etc.), the teacher knows how to get assistance quickly to either fix the problem(s) to the current intervention or to change the intervention.	

Documenting the Intervention & Collecting Data		
Interventions only have meaning if they are done within a larger data-based context. For example, interventions that lack baseline data, goal(s) for improvement, and a progress-monitoring plan are 'fatally flawed' (Witt, VanDerHeyden & Gilbertson, 2004).		
Critical Item?	Intervention Element	Notes
☐	Intervention Documentation. The teacher understands and can manage all documentation required for this intervention (e.g., maintaining a log of intervention sessions, etc.).	
☐	Checkup Date. Before the intervention begins, a future checkup date is selected to review the intervention to determine if it is successful. Time elapsing between the start of the intervention and the checkup date should be short enough to allow a timely review of the intervention but long enough to give the school sufficient time to judge with confidence whether the intervention worked.	
☐	Baseline. Before the intervention begins, the teacher has collected information about the student's baseline level of performance in the identified area(s) of academic concern (Witt, VanDerHeyden &	

	Gilbertson, 2004).	
☐	Goal. Before the intervention begins, the teacher has set a specific goal for predicted student improvement to use as a minimum standard for success (Witt, VanDerHeyden & Gilbertson, 2004). The goal is the expected student outcome by the checkup date if the intervention is successful.	
☐	Progress-Monitoring. During the intervention, the teacher collects progress-monitoring data of sufficient quality and at a sufficient frequency to determine at the checkup date whether that intervention is successful (Witt, VanDerHeyden & Gilbertson, 2004).	

References

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

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

Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in intensive academic interventions. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp.1151-1162). Bethesda, MD: National Association of School Psychologists.

Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). *The fourth R: Research in the classroom*. Columbus, OH: Charles E. Merrill Publishing Co.

Hawkins, R. O., Morrison, J. Q., Musti-Rao, S., & Hawkins, J. A. (2008). Treatment integrity for academic interventions in real- world settings. *School Psychology Forum, 2*(3), 1-15.

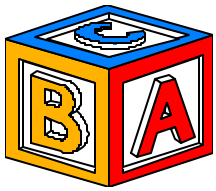
Kratochwill, T. R., Clements, M. A., & Kalymon, K. M. (2007). Response to intervention: Conceptual and methodological issues in implementation. In Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.), Handbook of response to intervention: The science and practice of assessment and intervention. New York: Springer.

Skinner, C. H., Pappas, D. N., & Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. *Psychology in the Schools, 42*, 389-403.

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.

Yeaton, W. M. & Sechrest, L. (1981). Critical dimensions in the choice and maintenance of successful treatments: Strength, integrity, and effectiveness. *Journal of Consulting and Clinical Psychology, 49*, 156-167.

Building Blocks of Effective Instruction



Good classroom instruction is no accident. Two powerful tools for analyzing the quality of student instruction are the *Instructional Hierarchy* and the *Learn Unit*.

Instructional Hierarchy. As students are taught new academic skills, they go through a series of predictable learning stages. At the start, a student is usually halting and uncertain as he or she tries to use the target skill. With teacher feedback and lots of practice, the student becomes more fluent, accurate, and confident in using the skill. It can be very useful to think of these phases of learning as a *hierarchy* (See chart on page 2). The learning hierarchy (Haring, Lovitt, Eaton, & Hansen, 1978) has four stages: *acquisition*, *fluency*, *generalization*, and *adaptation*:

1. **Acquisition.** The student has begun to learn how to complete the target skill correctly but is not yet accurate or fluent in the skill. The goal in this phase is to improve accuracy.
2. **Fluency.** The student is able to complete the target skill accurately but works slowly. The goal of this phase is to increase the student's speed of responding (fluency).
3. **Generalization.** The student is accurate and fluent in using the target skill but does not typically use it in different situations or settings. Or the student may confuse the target skill with 'similar' skills. The goal of this phase is to get the student to use the skill in the widest possible range of settings and situations, or to accurately discriminate between the target skill and 'similar' skills.
4. **Adaptation.** The student is accurate and fluent in using the skill. He or she also uses the skill in many situations or settings. However, the student is not yet able to modify or adapt the skill to fit novel task demands or situations.

The 'Learn Unit'. At the core of good instruction lies the ''Learn Unit', a 3-step process in which the student is invited to engage in an academic task, delivers a response, and then receives immediate feedback about how he or she did on the task (Heward, 1996). Here is an explanation of the stages of the 'Learn Unit':

1. **Academic Opportunity to Respond**. The student is presented with a meaningful opportunity to respond to an academic task. A question posed by the teacher, a math word problem, and a spelling item on an educational computer 'Word Gobbler' game could all be considered academic opportunities to respond.
2. **Active Student Response**. The student answers the item, solves the problem presented, or completes the academic task. Answering the teacher's question, computing the answer to a math word problem (and showing all work), and typing in the correct spelling of an item when playing an educational computer game are all examples of active student responding.
3. **Performance Feedback**. The student receives timely feedback about whether his or her response is correct—often with praise and encouragement. A teacher exclaiming 'Right! Good job!' when a student gives an response in class, a student using an answer key to check her answer to a math word problem, and a computer message that says 'Congratulations! You get 2 points for correctly spelling this word!" are all examples of corrective feedback.

The more frequently a student cycles through complete 'Learn Unit' trials, the faster that student is likely to make learning progress. If any one of these steps is missing, the quality of instruction will probably be compromised.

References

Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). *The fourth R: Research in the classroom.* Columbus, OH: Charles E. Merrill Publishing Co.

Heward, W.L. (1996). Three low-tech strategies for increasing the frequency of active student response during group instruction. In R.Gardner, D.M.Sainato, J.O.Cooper, T.E.Heron, W.L.Heward, J.W.Eshleman,& T.A.Grossi (Eds.), *Behavior analysis in education: Focus on measurably superior instruction* (pp.283-320). Pacific Grove, CA: Brooks/Cole.

Instructional Hierarchy: Matching Interventions to Student Learning Stage (Haring, et al., 1978)

Learning Stage	*Student 'Look-Fors'…*	*What strategies are effective…*
Acquisition: Exit Goal: The student can perform the skill accurately with little adult support.	• Is just beginning to learn skill • Not yet able to perform learning task reliably or with high level of accuracy	• Teacher actively demonstrates target skill • Teacher uses 'think-aloud' strategy-- especially for thinking skills that are otherwise covert • Student has models of correct performance to consult as needed (e.g., correctly completed math problems on board) • Student gets feedback about correct performance • Student receives praise, encouragement for *effort*
Fluency: Exit Goals: The student (a) has learned skill well enough to retain (b) has learned skill well enough to combine with other skills, (c) is as fluent as peers.	• Gives accurate responses to learning task • Performs learning task slowly, haltingly	• Teacher structures learning activities to give student opportunity for active (observable) responding • Student has frequent opportunities to *drill* (direct repetition of target skill) and *practice* (blending target skill with other skills to solve problems) • Student gets feedback on *fluency* and *accuracy* of performance • Student receives praise, encouragement for *increased fluency*
Generalization: Exit Goals: The student (a) uses the skill across settings, situations; (b) does not confuse target skill with similar skills	• Is accurate and fluent in responding • May fail to apply skill to new situations, settings • May confuse target skill with similar skills (e.g., confusing '+' and 'x' number operation signs)	• Teacher structures academic tasks to require that the student use the target skill regularly in assignments. • Student receives encouragement, praise, reinforcers for using skill in new settings, situations • If student confuses target skill with similar skill(s), the student is given practice items that force him/her to correctly discriminate between similar skills • Teacher works with parents to identify tasks that the student can do outside of school to practice target skill • Student gets periodic opportunities to review, practice target skill to ensure maintenance
Adaptation: Exit Goal: The Adaptation phase is continuous and has no exit criteria.	• Is fluent and accurate in skill • Applies skill in novel situations, settings without prompting • Does not yet modify skill as needed to fit new situations (e.g., child says 'Thank you' in all situations, does not use modified, equivalent phrases such as "I appreciate your help.")	• Teacher helps student to articulate the *'big ideas'* or core element(s) of target skill that the student can modify to face novel tasks, situations (e.g., fractions, ratios, and percentages link to the 'big idea' of *the part in relation to the whole*; 'Thank you' is part of a larger class of *polite speech*) • Train for adaptation: Student gets opportunities to practice the target skill with modest modifications in new situations, settings with encouragement, corrective feedback, praise, other reinforcers. • Encourage student to set own goals for adapting skill to new and challenging situations.

Increasing the Intensity of an Intervention: Key Dimensions

Interventions can move up the RTI Tiers through being intensified across several dimensions, including:

- Student-teacher ratio
- Length of intervention sessions
- Frequency of intervention sessions
- Duration of the intervention period (e.g., extending an intervention from 5 weeks to 10 weeks)
- Type of intervention strategy or materials used
- Motivation strategies

References

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

Kratochwill, T. R., Clements, M. A., & Kalymon, K. M. (2007). Response to intervention: Conceptual and methodological issues in implementation. In Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.), Handbook of response to intervention: The science and practice of assessment and intervention. New York: Springer.

Intervention Script Builder for: Student Name: _____ Grade: _____

Teacher/Team: _____ Intervention Start Date: _____/___/____

Description of the Target Academic or Behavior Concern: _____

_____

Intervention Check	Intervention Preparation Steps: Describe any preparation (creation or purchase of materials, staff training, etc.) required for this intervention.	Negotiable? (Hawkins et al., 2008)
This step took place Y__ N__	1. _____	❑ Negotiable Step ❑ Non-Negotiable Step
This step took place Y__ N__	2. _____	❑ Negotiable Step ❑ Non-Negotiable Step
This step took place Y__ N__	3. _____	❑ Negotiable Step ❑ Non-Negotiable Step

Intervention Check	Intervention Steps: Describe the steps of the intervention. Include enough detail so that the procedures are clear to all who must implement them.	Negotiable? (Hawkins et al., 2008)
This step took place Y__ N__	1. _____ _____	❑ Negotiable Step ❑ Non-Negotiable Step
This step took place Y__ N__	2. _____ _____	❑ Negotiable Step ❑ Non-Negotiable Step
This step took place Y__ N__	3. _____ _____	❑ Negotiable Step ❑ Non-Negotiable Step
This step took place Y__ N__	4. _____ _____	❑ Negotiable Step ❑ Non-Negotiable Step
This step took place Y__ N__	5. _____ _____	❑ Negotiable Step ❑ Non-Negotiable Step
This step took place Y__ N__	6. _____ _____	❑ Negotiable Step ❑ Non-Negotiable Step

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

_____

_____

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

- ❑ Classroom Observation: Number of observations planned? _____

  Person responsible for observations?: _____

- ❑ Teacher Intervention Rating Log: How frequently will the teacher rate intervention follow-through?

  Daily___ Weekly ___

- ❑ Teacher Verbal Report: Who will check in with the teacher for a verbal report of how the

  intervention is progressing? _____

  Approximately when during the intervention period will this verbal 'check in' occur? _____

- ❑ Rating Intervention Follow-Through: Select either the classroom teacher/team or an outside observer to rate the quality of the intervention and check the appropriate set of directions below.

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

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

  Intervention Observation Notes: _____

  _____

  _____

Reference
Hawkins, R. O., Morrison, J. Q., Musti-Rao, S., & Hawkins, J. A. (2008). Treatment integrity for academic interventions in real- world settings. *School Psychology Forum, 2*(3), 1-15.

Intervention Contact Log

Staff Member(s) Implementing Intervention: ______________________________

Classroom/Location: ____________________ Intervention Description: ______________________________

____

Students in Group: (Note: Supplemental intervention groups generally should be capped at 6-7 students.)

1. ______________ 7. ______________ 4. ______________

2. ______________ 8. ______________ 5. ______________

3. ______________ 9. ______________ 6. ______________

Date: ________ Time Start: ___ : ____ AM PM Time End: ___ : ____ AM PM Students Attending: ______________

To what degree were you able to carry out the intervention as designed? Comments: ______________

1 2 3 4 5 6 7 8 9
Not at all Somewhat Fully

Date: ________ Time Start: ___ : ____ AM PM Time End: ___ : ____ AM PM Students Attending: ______________

To what degree were you able to carry out the intervention as designed? Comments: ______________

1 2 3 4 5 6 7 8 9
Not at all Somewhat Fully

Date: ________ Time Start: ___ : ____ AM PM Time End: ___ : ____ AM PM Students Attending: ______________

To what degree were you able to carry out the intervention as designed? Comments: ______________

1 2 3 4 5 6 7 8 9
Not at all Somewhat Fully

Date: ________ Time Start: ___ : ____ AM PM Time End: ___ : ____ AM PM Students Attending: ______________

To what degree were you able to carry out the intervention as designed? Comments: ______________

1 2 3 4 5 6 7 8 9
Not at all Somewhat Fully

Date: ________ Time Start: ___ : ____ AM PM Time End: ___ : ____ AM PM Students Attending: ______________

To what degree were you able to carry out the intervention as designed? Comments: ______________

1 2 3 4 5 6 7 8 9
Not at all Somewhat Fully

Date: ________ Time Start: ___ : ____ AM PM Time End: ___ : ____ AM PM Students Attending: ______________

To what degree were you able to carry out the intervention as designed? Comments: ______________

1 2 3 4 5 6 7 8 9
Not at all Somewhat Fully

Selecting Methods to Track Intervention Integrity for _____

Schools can use three general sources of data to obtain direct or indirect information about intervention integrity: (1) work products and records generated during the intervention, (2) teacher self-reports and self-ratings, and (3) direct classroom observation of the intervention as it is being carried out. Use this form to select an efficient combination of methods to measure the overall integrity with which an intervention is being implemented.

Work products and records generated during the intervention. Student work samples and other records such as intervention contact logs generated naturally as part of the intervention can be collected to give some indication of intervention integrity (Gansle & Noell, 2007). What work products or other intervention records can be collected to help to track the integrity of the intervention?

Type of Work Product/ Other Intervention Documentation	Person(s) Responsible	Frequency of Data Collection

Teacher self-reports and self-ratings. The teacher or other educators responsible for the intervention can periodically complete formal or informal self-ratings to provide information whether the intervention is being carried out with integrity (Gansle & Noell, 2007).. Teacher self-ratings can be done a variety of ways. At the end of each intervention session, for example, the instructor may complete a brief rating scale (e.g., 0 = intervention did not occur; 4 = intervention was carried out completely and correctly). Or the teacher may periodically be emailed a short, open-ended intervention integrity questionnaire. What method(s) of teacher self-reports/self-ratings will be used to track the integrity of this intervention?

Type of Teacher Self-Report or Self-Rating	Person(s) Responsible	Frequency of Data Collection

Direct observation of the intervention steps. The intervention is divided into a series of discrete steps to create an observation checklist. An observer then visits the classroom with checklist in hand to watch the intervention being implemented and to note whether each step of the intervention is completed correctly (Roach & Elliott, 2008). The direct observation of intervention integrity yields a single figure: 'percentage of intervention steps correctly completed'. To compute this figure, the observer (1) adds up the number of intervention steps correctly carried out during the observation, (2) divides that sum by the total number of steps in the intervention, and (3) multiplies the quotient by 100 to calculate the percentage of steps in the intervention that were done in an acceptable manner.

Who will be responsible for creating an intervention-integrity checklist containing the essential steps of the intervention?	Who will use the intervention-integrity checklist to conduct observations of the intervention?	How often or on what dates will classroom observations of the intervention be conducted?

Gansle, K. A., & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Response to intervention: The science and practice of assessment and intervention* (pp. 244-251). New York: Springer Publishing.

Roach, A. T., & Elliott, S. N. (2008). Best practices in facilitating and evaluating intervention integrity. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp.195-208).