



*RTI Toolkit: A Practical Guide for Schools*

---

# Response to Intervention: An Introduction

North Carolina School Psychology Association  
Fall Conference 2007

Jim Wright  
Email: [jim@jimwrightonline.com](mailto:jim@jimwrightonline.com)  
Website: [www.interventioncentral.org](http://www.interventioncentral.org)

Download selected PowerPoints from this workshop at:  
<http://www.interventioncentral.org/rtitoolkit.php>

# Response-to-Intervention School Readiness Survey

**Introduction.** The *RTI School Readiness Survey* is an informal measure designed to help schools to identify which elements of RTI that they are already skilled in and which elements that they should continue to develop.

**Directions.** This survey is divided into the following sections:

1. *RTI: Understand the Model*
2. *RTI: Use Teams to Problem-Solve*
3. *RTI: Select the Right Intervention*
4. *RTI: Monitor Student Progress*
5. *RTI: Graph Data for Visual Analysis*

Complete the items in each section. After you have finished the entire survey, identify any sections in which your school needs to improve its performance.

Next, go to RTI\_WIRE, the online directory of free Response-to-Intervention resources, at:

***[http://www.jimwrightonline.com/php/rti/rti\\_wire.php](http://www.jimwrightonline.com/php/rti/rti_wire.php)***

RTI\_WIRE is organized into categories matched to those on this survey, so that you can conveniently look up the information that your school needs to successfully put the RTI model into place.

<h2 style="text-align: center;">1. RTI: Understand the Model</h2>	<h3 style="text-align: center;">0</h3> <p style="text-align: center;">Lack skills or basic knowledge of this model</p>	<h3 style="text-align: center;">1</h3> <p style="text-align: center;">Just starting to learn this model (Beginning Phase)</p>	<h3 style="text-align: center;">2</h3> <p style="text-align: center;">Developing an awareness of this model (Intermediate Phase)</p>	<h3 style="text-align: center;">3</h3> <p style="text-align: center;">Fully knowledgeable in this model (Advanced Phase)</p>
<p><b>Staff members of successful RTI schools understand the RTI model and believe that this approach will benefit teachers as well as struggling learners.</b></p>				
<p><b>At my school:</b></p>				
<ul style="list-style-type: none"> <li>◆ the principal strongly supports Response-to-Intervention as a model for identifying educational disabilities.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ the staff has received an overview of the RTI model, understands its general features, and knows how RTI differs from the traditional 'test discrepancy' approach</li> </ul>				
<ul style="list-style-type: none"> <li>◆ the majority of the staff (80 percent or more) appears ready to give the RTI model a try, believing that it may benefit teachers as well as students.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ all programs or resources that are intended to improve students' academics or behaviors are inventoried and organized into three levels, or Tiers. (Tier I contains programs available to all students, such as classwide tutoring. Tier II addresses the needs of students who show emerging deficits and includes individualized intervention plans designed by the school's Intervention Team. Tier III is the most intensive level of assistance available in a school and includes special education services as well as such supports as Wrap-Around Teams for psychiatrically involved students.)</li> </ul>				
<h2 style="text-align: center;">2. RTI: Use Teams to Problem-Solve</h2>	<h3 style="text-align: center;">0</h3> <p style="text-align: center;">Lack skills or basic knowledge of this practice</p>	<h3 style="text-align: center;">1</h3> <p style="text-align: center;">Just starting to learn this practice (Beginning Phase)</p>	<h3 style="text-align: center;">2</h3> <p style="text-align: center;">Developing skill with this practice (Intermediate Phase)</p>	<h3 style="text-align: center;">3</h3> <p style="text-align: center;">Fully competent in this practice (Advanced Phase)</p>
<p><b>Successful RTI schools support teachers in the RTI process by encouraging them to refer struggling students to an Intervention Team. This Team is multi-disciplinary and follows a structured problem-solving model.</b></p>				
<p><b>My school's Intervention Team...</b></p>				
<ul style="list-style-type: none"> <li>◆ is multi-disciplinary, and has members who carry a high degree of credibility with other staff in the building.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ follows a formal problem-solving model during meetings.</li> </ul>				

◆ creates an atmosphere in which the referring teacher feels welcomed and supported.				
◆ collects background information / baseline data on the student to be used at the initial Intervention Team meeting.				
◆ has inventoried school-wide resources that it can use in Team interventions.				
◆ selects academic & behavioral interventions that are 'scientifically based'				
◆ sets clear, objective, measurable goals for student progress				
◆ selects methods of assessment (e.g., Curriculum-Based Measurement, DIBELS) to track student progress at least weekly during the intervention.				
◆ documents the quality of the referring teacher's efforts in implementing the intervention ('intervention integrity').				
◆ holds 'follow-up' meetings with the referring teacher to review student progress and judge whether the intervention was effective.				
<b>3. RTI: Select the Right Intervention</b>	<b>0</b> Lack skills or basic knowledge of this practice	<b>1</b> Just starting to learn this practice (Beginning Phase)	<b>2</b> Developing skill with this practice (Intermediate Phase)	<b>3</b> Fully competent in this practice (Advanced Phase)
<b>Successful RTI schools select interventions that match the student's underlying deficits or concerns, are scientifically based, and are feasible given the resources available.</b>				
<b>My school...</b>				
◆ has put together a library of effective, research-based intervention ideas for common student referral concerns--such as poor reading fluency and defiant behavior.				
◆ considers the likely 'root causes' of the student's academic or behavioral difficulties (e.g., skill deficit, lack of motivation) and chooses intervention strategies that logically address those root causes.				
◆ tailors intervention ideas as needed to be usable in real-world classrooms while being careful to preserve the 'treatment' qualities that make each intervention effective.				
◆ formats intervention strategies as step-by-step teacher-friendly 'scripts' containing enough detail so that educators can easily understand how to put them into practice.				
◆ follows up with teachers soon after a classroom intervention has been put into place to ensure that the instructor has been able to start the intervention and is implementing it correctly,.				

<h2 style="text-align: center;">4. RTI: Monitor Student Progress</h2>	<p style="text-align: center;"><b>0</b></p> <p>Lack skills or basic knowledge of this practice</p>	<p style="text-align: center;"><b>1</b></p> <p>Just starting to learn this practice (Beginning Phase)</p>	<p style="text-align: center;"><b>2</b></p> <p>Developing skill with this practice (Intermediate Phase)</p>	<p style="text-align: center;"><b>3</b></p> <p>Fully competent in this practice (Advanced Phase)</p>
<p>Successful RTI schools have the capacity to collect baseline data, as well as to conduct frequent progress monitoring of students in academic and behavioral areas.</p>				
<p>My school can...</p>				
<ul style="list-style-type: none"> <li>◆ conduct structured classroom observations of students to determine rates of on-task behavior, academic engagement, work completion, and rates of positive or negative interactions with adults.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ collect and assess student work products to assess the completeness and accuracy of the work--and to estimate the student time required to produce the work.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ administer and score curriculum-based measurement (CBM) probes in basic skill areas: phonemic awareness, reading fluency, math computation, and writing.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ use local or research norms (e.g., CBM), or criterion-based benchmarks (e.g., DIBELS) to judge the magnitude of a student's delays in basic academic skills.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ create Daily Behavior Report Cards (DBRCs) or other customized rating forms to allow the instructor to evaluate key student academic and general behaviors on a daily basis.</li> </ul>				
<h2 style="text-align: center;">5. RTI: Graph Data for Visual Analysis</h2>	<p style="text-align: center;"><b>0</b></p> <p>Lack skills or basic knowledge of this practice</p>	<p style="text-align: center;"><b>1</b></p> <p>Just starting to learn this practice (Beginning Phase)</p>	<p style="text-align: center;"><b>2</b></p> <p>Developing skill with this practice (Intermediate Phase)</p>	<p style="text-align: center;"><b>3</b></p> <p>Fully competent in this practice (Advanced Phase)</p>
<p>Successful RTI schools routinely transform progress-monitoring data into visual displays such as time-series graphs to share with teachers, Intervention Team members, parents, and others. These displays demonstrate whether the student is benefiting from the intervention.</p>				
<p>My school can...</p>				
<ul style="list-style-type: none"> <li>◆ convert progress-monitoring data into visual displays such as time-series graphs to aid in instructional and behavioral decision-making.</li> </ul>				

## Guidelines for Creating an Inventory of Intervention Program Resources Throughout Your School

An early and essential step for any school that adopts the Response to Intervention model is to inventory all programs and services that it has available to plan and carry out interventions. Once this 'master list' of inventory resources has been assembled, the RTI Steering Group can group those intervention resources under the appropriate Tier (I, II, or III).

Here is a recommended process to create the inventory of intervention resources for your school:

1. *Get Tier I teacher input.* Many Tier I intervention resources are modest but important accommodations that can easily be overlooked because they are a natural part of classroom instruction. To capture the full range of Tier I support available in your school, give teachers the worksheet *Common Student Academic and Behavior Problems: What Works in Your Classroom?* (see below), a list of frequently encountered classroom problems. Have teachers write down their preferred Tier I strategies for dealing with these common student problems and then collect these sheets.
2. *Brainstorm as a Team.* Assemble your RTI Steering Group and give each team member several blank copies of the *Inventorying Your School's Intervention Resources: A Brainstorming Activity* (see below). Direct team members to write down as many resources as they can think of at each Tier Level.
3. *Analyze Brainstorming Lists and Categorize Responses.* Collate the intervention-resource ideas collected in steps 1 and 2. Discard any ideas that do not appear to be true intervention resources. Organize the remaining ideas by Tier level, using the *Tier I, II, & III Resource Listing* sheets (see below).

## Common Student Academic and Behavior Problems: What Works in Your Classroom?

Teacher Name: \_\_\_\_\_ Grade or Program: \_\_\_\_\_

Please review the list of common student academic and behavior problems below. Next to each entry, jot down preferred strategies that you commonly use to help these students in the course of your teaching.

- Reading Decoding: \_\_\_\_\_

---

---

- Reading Comprehension: \_\_\_\_\_

---

---

- Math Computation/Word Problems: \_\_\_\_\_

---

---

- Remaining On-Task: \_\_\_\_\_

---

---

- In-Class Work Completion: \_\_\_\_\_

---

---

- Homework Completion: \_\_\_\_\_

---

---

- Compliance With Adult Requests: \_\_\_\_\_

---

---







## RTI Steering Group Meeting Minutes Form

Date: \_\_\_\_\_ Attendance: \_\_\_\_\_

\_\_\_\_\_

### *Meeting Topics*

School-Wide RTI Coordination & Direction: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Intervention Planning: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Assessment (Baseline/Progress-Monitoring): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff Professional Development: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

RTI & Special Education Referral Process: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

General Staff Questions/Issues About RTI: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Response to Intervention (RTI) Team: Staff Resource Inventory

Our school's RTI Team is seeking help from any staff member who can volunteer expertise, time, and/or materials to support the intervention plans of struggling learners. We would appreciate your completing the brief questionnaire below, listing any resources that you might be able to contribute. Thank you!

Please return your completed form to: \_\_\_\_\_

Your Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

**'Helper' Roles.** Please check any helper roles for which you would volunteer (if your schedule allows) to assist students with RTI intervention plans.

- Tutor a student: Subject area(s)?: \_\_\_\_\_
- Mentor a student: Preferred age(s) or grade(s)? \_\_\_\_\_
- 'Check in' with students briefly each day to ensure that they have their homework assignments written down and the necessary work materials
- Monitor student academic progress: Using what methods? \_\_\_\_\_
- Monitor student behavior progress: Using what methods? \_\_\_\_\_
- Create materials to help with interventions (e.g., sticker charts, student worksheets):  
 What types of materials?: \_\_\_\_\_
- Other 'helper' role ideas? \_\_\_\_\_  
 \_\_\_\_\_

**Training.** List any topics relating to student academic or behavioral interventions, progress-monitoring, etc., in which you have expertise and would be willing to train staff:

- \_\_\_\_\_
- \_\_\_\_\_

**Professional Development or Instructional Materials.** List educator training manuals or student instructional materials (books, computer software, etc.) that you are willing to make available if needed to plan or carry out interventions.

- \_\_\_\_\_
- \_\_\_\_\_