



Response-to-Intervention School Readiness Survey

Introduction. To implement RTI effectively, schools must become familiar with a specialized set of tools and competencies, including a structured format for problem-solving, knowledge of a range of scientifically based interventions that address common reasons for school failure, and the ability to use various methods of assessment to monitor student progress in academic and behavioral areas.

The *RTI School Readiness Survey* is an informal measure designed to help schools to identify those elements of RTI that they are already skilled in and those elements that need additional attention.

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

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

<p style="text-align: center;">1. RTI: Understand the Model</p> 	<p style="text-align: center;">0</p> <p>Lack skills or basic knowledge of this model</p>	<p style="text-align: center;">1</p> <p>Just starting to learn this model (Beginning Phase)</p>	<p style="text-align: center;">2</p> <p>Developing an awareness of this model (Intermediate Phase)</p>	<p style="text-align: center;">3</p> <p>Fully knowledgeable in this model (Advanced Phase)</p>
<p>Staff members of successful RTI schools understand the RTI model and believe that this approach will benefit teachers as well as struggling learners.</p>				
<p>At my school:</p>				
<ul style="list-style-type: none"> ◆ the principal strongly supports Response-to-Intervention as a model for identifying educational disabilities. 				
<ul style="list-style-type: none"> ◆ 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 				
<ul style="list-style-type: none"> ◆ 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. 				
<ul style="list-style-type: none"> ◆ 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.) 				
<p style="text-align: center;">2. RTI: Use Teams to Problem-Solve</p> 	<p style="text-align: center;">0</p> <p>Lack skills or basic knowledge of this practice</p>	<p style="text-align: center;">1</p> <p>Just starting to learn this practice (Beginning Phase)</p>	<p style="text-align: center;">2</p> <p>Developing skill with this practice (Intermediate Phase)</p>	<p style="text-align: center;">3</p> <p>Fully competent in this practice (Advanced Phase)</p>
<p>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.</p>				
<p>My school's Intervention Team...</p>				
<ul style="list-style-type: none"> ◆ is multi-disciplinary, and has members who carry a high degree of credibility with other staff in the building. 				
<ul style="list-style-type: none"> ◆ follows a formal problem-solving model during meetings. 				

◆ 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.				
<h3>3. RTI: Select the Right Intervention</h3> 	0 Lack skills or basic knowledge of this practice	1 Just starting to learn this practice (Beginning Phase)	2 Developing skill with this practice (Intermediate Phase)	3 Fully competent in this practice (Advanced Phase)
Successful RTI schools select interventions that match the student's underlying deficits or concerns, are scientifically based, and are feasible given the resources available.				
My school...				
◆ 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> 	<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>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"> ◆ 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. 				
<ul style="list-style-type: none"> ◆ 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. 				
<ul style="list-style-type: none"> ◆ administer and score curriculum-based measurement (CBM) probes in basic skill areas: phonemic awareness, reading fluency, math computation, and writing. 				
<ul style="list-style-type: none"> ◆ 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. 				
<ul style="list-style-type: none"> ◆ 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. 				
<h2 style="text-align: center;">5. RTI: Graph Data for Visual Analysis</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>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"> ◆ convert progress-monitoring data into visual displays such as time-series graphs to aid in instructional and behavioral decision-making. 				
<ul style="list-style-type: none"> ◆ regularly share charted or graphed information with students, teachers, parents, and administrators as feedback about the effectiveness of the intervention. 				