



RTI Toolkit: A Practical Guide for Schools

Effective Math Interventions: Supplemental Materials

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PowerPoints and additional content covered in this workshop can be downloaded from:

http://www.interventioncentral.org/math_workshop.php

APPENDIX D: List of computational goals

COMPUTATIONAL GOALS OF MATH CURRICULUM (ADAPTED FROM SHAPIRO, 1989)

The computational skills listed below are arranged in ascending order of difficulty. Please identify (1) the skills which you have instructed in the classroom, (2) the skills that the student has mastered, and (3) the skills with which the student is currently having difficulty.

MASTERED : Place a check under the M column indicating the skills which the student has mastered.

INSTRUCTED : Place a check under the I column indicating the skills which you have instructed.

DIFFICULTY : Place a check under the D column indicating the skills with which the student is having difficulty.

M I D
Grade 1

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Add two one-digit numbers: sums to 10. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Subtract two one-digit numbers: combinations to 10. |

Grade 2

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Add two one-digit numbers: sums 11 to 19. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Add a one-digit number to a two-digit number--no regrouping. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Add a two-digit number to a two-digit number--no regrouping. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Add a three-digit number to a three-digit number--no regrouping. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Subtract a one-digit number from a one- or two-digit number: combinations to 18. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Subtract a one-digit number from a two-digit number--no regrouping. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Subtract a two-digit number from a two-digit number--no regrouping. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Subtract a three-digit number from a three-digit number--no regrouping. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Multiplication facts--0's, 1's, 2's. |

Grade 3

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Add three or more one-digit numbers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Add three or more two-digit numbers--no regrouping. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Add three or more three- and four-digit numbers--no regrouping. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Add a one-digit number to a two-digit number with regrouping. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Add a two-digit number to a two-digit number with regrouping. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. Add a two-digit number to a three-digit number with regrouping from the units to the tens column only. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. Add a two-digit number to a three-digit number with regrouping from the tens to the hundreds column only. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. Add a two-digit number to a three-digit number with regrouping from the units to the tens column and from the tens to the hundreds column. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. Add a three-digit number to a three-digit number with regrouping from the units to the tens column only. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. Add a three-digit number to a three-digit number with regrouping from the tens to the hundreds column only. |

Appendix D: Computational Goals

M I D

- ___ ___ ___ 22. Add a three-digit number to a three-digit number with regrouping from the units to the tens column and from the tens to the hundreds column.
- ___ ___ ___ 23. Add a four-digit number to a four-digit number with regrouping in one to three columns.
- ___ ___ ___ 24. Subtract two four-digit numbers-no regrouping.
- ___ ___ ___ 25. Subtract a one-digit number from a two-digit number with regrouping.
- ___ ___ ___ 26. Subtract a two-digit number from a two-digit number with regrouping.
- ___ ___ ___ 27. Subtract a two-digit number from a three-digit number with regrouping from the units to the tens column only.
- ___ ___ ___ 28. Subtract a two-digit number from a three-digit number with regrouping from the tens to the hundreds column only.
- ___ ___ ___ 29. Subtract a two-digit number from a three-digit number with regrouping from the units to the tens column and from the tens to the hundreds column.
- ___ ___ ___ 30. Subtract a three-digit from a three-digit number with regrouping from the units to the tens column only.
- ___ ___ ___ 31. Subtract a three-digit number from a three-digit number with regrouping from the tens to the hundreds column only.
- ___ ___ ___ 32. Subtract a three-digit number from a three-digit number with regrouping from the units to the tens column and from the tens to the hundreds column.
- ___ ___ ___ 33. Multiplication facts--3 to 9.

Grade 4

- ___ ___ ___ 34. Add a five- or six-digit number to a five- or six-digit number with regrouping in any columns.
- ___ ___ ___ 35. Add three or more two-digit numbers with regrouping.
- ___ ___ ___ 36. Add three or more three-digit numbers with regrouping with regrouping in any columns.
- ___ ___ ___ 37. Subtract a five- or six-digit number from a five- or six-digit number with regrouping in any columns.
- ___ ___ ___ 38. Multiply a two-digit number by a one-digit number with no regrouping.
- ___ ___ ___ 39. Multiply a three-digit number by a one-digit number with no regrouping.
- ___ ___ ___ 40. Multiply a two-digit number by a one-digit number with no regrouping.
- ___ ___ ___ 41. Multiply a three-digit number by a one-digit number with regrouping.
- ___ ___ ___ 42. Division facts--0 to 9.
- ___ ___ ___ 43. Divide a two-digit number by a one-digit number with no remainder.
- ___ ___ ___ 44. Divide a two-digit number by a one-digit number with remainder.
- ___ ___ ___ 45. Divide a three-digit number by a one digit number with remainder.
- ___ ___ ___ 46. Divide a four-digit number by a one-digit number with remainder.

Appendix D: Computational Goals

M I D Grade 5

- — — 47. Multiply a two-digit number by a two-digit number with regrouping.
— — — 48. Multiply a three-digit number by a two-digit number with regrouping.
— — — 49. Multiply a three-digit number by a three-digit number with regrouping.

List of computational goals taken from Shapiro, Edward S. (1989). Academic skills problems: Direct assessment and intervention. New York: Guilford Press.

The Instructional Hierarchy: Linking Stages of Learning to Effective Instructional Techniques

When mastering new academic skills or strategies, the student learner typically advances through a predictable series of 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 below). 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. Here the goal is for the student to be able to identify elements of previously learned skills that he or she can adapt to the new demands or situation.

When the teacher accurately identifies a student's learning stage, the instructor can select instructional ideas that are more likely to be successful *because* these strategies match the student's learning needs.

Reference

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.

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

<i>Learning Stage</i>	<i>Student 'Look-Fors'...</i>	<i>What strategies are effective...</i>
<p>Acquisition: Exit Goal: The student can perform the skill accurately with little adult support.</p>	<ul style="list-style-type: none"> • Is just beginning to learn skill • Not yet able to perform learning task reliably or with high level of accuracy 	<ul style="list-style-type: none"> • 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 <i>effort</i>
<p>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.</p>	<ul style="list-style-type: none"> • Gives accurate responses to learning task • Performs learning task slowly, haltingly 	<ul style="list-style-type: none"> • Teacher structures learning activities to give student opportunity for active (observable) responding • Student has frequent opportunities to <i>drill</i> (direct repetition of target skill) and <i>practice</i> (blending target skill with other skills to solve problems) • Student gets feedback on <i>fluency</i> and <i>accuracy</i> of performance • Student receives praise, encouragement for <i>increased fluency</i>
<p>Generalization: Exit Goals: The student (a) uses the skill across settings, situations; (b) does not confuse target skill with similar skills</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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
<p>Adaptation: Exit Goal: The Adaptation phase is continuous and has no exit criteria.</p>	<ul style="list-style-type: none"> • 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.") 	<ul style="list-style-type: none"> • Teacher helps student to articulate the '<i>big ideas</i>' 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 <i>the part in relation to the whole</i>; 'Thank you' is part of a larger class of <i>polite speech</i>) • 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.

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.	Person(s) Responsible
This step took place Y__ N__	1. _____	
This step took place Y__ N__	2. _____	
This step took place Y__ N__	3. _____	

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.	Person(s) Responsible
This step took place Y__ N__	1. _____ _____	
This step took place Y__ N__	2. _____ _____	
This step took place Y__ N__	3. _____ _____	
This step took place Y__ N__	4. _____ _____	
This step took place Y__ N__	5. _____ _____	
This step took place Y__ N__	6. _____ _____	

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: _____

Permanent Products: Assessing the Completion, Accuracy, and Overall Quality of Student Independent Work

Student: _____ Date: _____ Completed by: _____

There are a number of reasons that students might have difficulty in completing independent classroom assignments. School staff can use a 4-step process to collect data about the student's independent work habits, rate of on-task behavior during class assignments, and quality and accuracy of the student's completed work ('permanent products').

Step 1: *Collect data on the student's On-Task behavior during independent seatwork.* Visit the student's classroom. Observe the student working independently on a class assignment. Using the *Independent Seatwork Observation Form*, track the student's rate of On-Task behavior on the assignment.

Rate of On-Task Behavior: _____ %

Step 2: *Analyze the student's completed seatwork (permanent product).*

- **Estimate the amount of the assignment completed by the student.** If the assignment contains discrete items (e.g., math computation problems), count up the number of items actually completed by the student. Divide this figure by the total number of items contained in the assignment and then multiply by 100. If the assignment cannot easily be divided into discrete units (e.g., a written essay), estimate the approximate amount of the assignment that the student completed.

Amount of assignment estimated to have been completed: _____ %

- **Estimate the accuracy or overall quality of the work that the student completed.** If the assignment contains discrete items (e.g., math computation problems), divide the number of correct items by the number of items the student attempted (including partially completed items) and then multiply by 100.

Estimated accuracy of completed work: _____ %

OR

If the assignment cannot easily be divided into discrete units (e.g., a written essay), use the simple quality rubric below to judge the overall *quality* of the work that the student actually completed:

How would you judge the overall quality of the work produced by the student during independent seatwork? Circle your selection:

1

Significantly below level of peers (rudimentary content, absence of ideas, and/or failure to use key strategies or steps)

2

Somewhat below level of peers (lacking content, inadequate development of ideas, and/or limited application of key strategies or steps)

3

At level of peers (e.g., average content, development of ideas, application of key strategies or steps)

4

Above peers in overall quality (e.g., strong content, ideas developed to an advanced degree, creative application of key strategies or steps)

Step 3: Compare the student's performance on the assignment to that of a 'typical' classroom peer. Ask the teacher to select an 'average' student in the class who typically completes independent work at an acceptable level of completion, accuracy and quality. Collect that student's completed seatwork (done during the same work period as that of your target student). Analyze the peer student's seatwork using the same standards used with the target student.

Peer Comparison: Amount of assignment estimated to have been completed: _____ %

Peer Comparison: Estimated accuracy of completed work: _____ %

OR

Peer Comparison: Quality Rubric Rating: 1 2 3 4

Step 4: Select interventions that match the 'root cause' of the student's problem with independent work.

Pool the information that you have collected through direct observation of the student, analysis of the student's work products, and a comparison of the student's performance to that of peers. Then generate a hypothesis, or 'best guess', about why the student is having problems with seatwork.

Common reasons for student difficulties with independent work are:

- Carelessness
- Inattention
- Skill deficits
- Lack of motivation

Below are possible scenarios of student problems and sample interventions to consider for each scenario.

Student Scenarios	Sample Intervention Ideas
<i>The student completes independent work quickly with time to spare--but the work contains 'careless' mistakes or is of poor quality.</i>	<ul style="list-style-type: none"> • Provide the student with incentives to slow down and use the full time allocated to complete the assignment. • Require that the student use a quality checklist or rubric to review work before turning it in. If the student attempts to turn in completed work that does not meet teacher expectations, send the student back to his or her seat to continue to work on the assignment.
<i>The student was off-task during much of the work session. The assignment was not completed within the time allocated.</i>	<ul style="list-style-type: none"> • Use strategies to increase the student's attention to task (e.g., teacher redirection to task, student self-monitoring of work completion).
<i>The completed assignment was of poor quality and/or contained many errors.</i>	<ul style="list-style-type: none"> • Review with the student the skills or strategies required for the assignment. • Give the student correctly completed models similar to what the student must produce for the assignment. Encourage the student to refer to these models whenever he or she is 'stuck'. • Approach the student in a low-key manner periodically during independent seatwork to see if the student requires assistance. • Provide the student an incentive (e.g., five

	additional minutes of free time) if the student improves the quality or accuracy of the work.
<i>The student did not complete the assignment in the allotted time. However, the student demonstrated a high degree of quality and/or accuracy in his or her work.</i>	Boost the student's speed by providing him or her with opportunities to practice the skills or strategies required for the assignment. Give the student feedback and encouragement as the student increases his or her working speed.

Independent Seatwork Observation Form

Student Name: _____	Date: _____
Observer: _____	Location: _____
Start Time: _____	End Time: _____
Description of Activities: _____	

This simple observation form is used to determine the amount of time that a student is on-task when completing an independent assignment in the classroom. It can be used for an observation of up to 15 minutes.

Directions: Observe the student at a time when the student is scheduled to be engaged in independent seatwork.

On-Task Behavior is coded using a momentary time-sampling procedure. At the start of each 15-second interval, the observer glances at the target child for approximately two seconds and determines if the child is on-task or off-task during the brief observation. If the child is found to be on-task (doing his or her assigned seatwork), the interval is marked with an "X." If the child is off-task, the interval remains unmarked. The observer then ignores this behavior category until the onset of the next time interval.

Use Table 1 below (*Calculate the Rate of On-Task Behavior During the Observation Period*) to calculate the student's *time on task* (engaged academic time).

	1	2	3	4	5															
	0:00	0:15	0:30	0:45	1:00	1:15	1:30	1:45	2:00	2:15	2:30	2:45	3:00	3:15	3:30	3:45	4:00	4:15	4:30	4:45
ON-TASK																				
	6	7	8	9	10															
	5:00	5:15	5:30	5:45	6:00	6:15	6:30	6:45	7:00	7:15	7:30	7:45	8:00	8:15	8:30	8:45	9:00	9:15	9:30	9:45
ON-TASK																				
	11	12	13	14	15															
	10:00	10:15	10:30	10:45	11:00	11:15	11:30	11:45	12:00	12:15	12:30	12:45	13:00	13:15	13:30	13:45	14:00	14:15	14:30	14:45
ON-TASK																				

Type of Behavior	Number of intervals in which the On-Task behavior was observed.		The TOTAL number of intervals in the observation period(s)		Rate (in decimal form) that the On-Task behavior occurred during the observation.		Rate (in percentage form) that the On-Task behavior occurred during the observation.
ON-TASK		<i>Divided by</i>		<i>Equals</i>		<i>Times 100 =</i>	%

9. Write two words that best describe you:

10. What are your favorite games, activities, sports, hobbies, or other interests?

11. What are your favorite TV shows or movies?

12. Describe how you study or review for a test:

13. Occasionally, students can earn rewards in the class for working hard and turning in completed work. What would be some good rewards or privileges you would like to be able to earn in this classroom? (Be realistic!):

Intervention Intensity Rating Form

Directions: The *Intervention Intensity Rating Form* provides an informal estimate of the resources and effort required to carry out a particular intervention. Tier I interventions are universally available to all students in a classroom or school. Tier II interventions are tailored to the unique needs of students who display academic or behavioral deficits and who have not responded to the supports available to all students. Tier III interventions are the most intensive supports available in a school setting. For each of the intervention elements below, check the box in the Tier I, II, or III column that *best* matches the specific intervention you are rating. (If you are unsure of a rating, make your best guess.) Count up the checks in each column.

Guidelines for Interpreting Results. If 7 or more of your ratings on this 10-item form fall under any *single* Tier, it is likely that the intervention has a level of intensity matching that Tier as well. An intervention with 8 checks under the Tier II column, for example, should be considered a Tier II intervention. If you have a *mixed* pattern of ratings—with no single column containing 7 or more checks—count up the number of checks in each column. The intervention should be considered equivalent in intensity to the *highest* column that contains 3 or more checks. (Tier I is the lowest column. Tier III is the highest.) An intervention with more than 3 checks under the Tier III column, for example, would be considered a Tier III intervention.

Intervention Element	Tier I	Tier II	Tier III
<i>Preparation of the Intervention</i>			
1. Certification or other formal credentials required to qualify person(s) to implement the intervention	<input type="checkbox"/> No certification or specialized credentials required	<input type="checkbox"/> Certification or specialized credentials required (e.g., Reading Specialist, School Psychologist) but commonly available in school setting	<input type="checkbox"/> Certification or specialized credentials required: in highly specialized area or in form of advanced degree (e.g., Ph.D.)
2. On a per-pupil basis, the cost to purchase or effort needed to create intervention materials	<input type="checkbox"/> Intervention materials not needed or do not entail significant expense or effort	<input type="checkbox"/> Intervention materials required but can be obtained at a modest cost or with reasonable effort	<input type="checkbox"/> Intervention materials per pupil are costly or require substantial effort to create
3. Initial training required to use the intervention	<input type="checkbox"/> Little or no training needed	<input type="checkbox"/> Modest amount of training (1 or 2 sessions) needed	<input type="checkbox"/> Significant training (more than 2 sessions) required for training
<i>Implementation of the Intervention</i>			
4. Amount of preparation required for each session of the intervention	<input type="checkbox"/> Little or no preparation is needed	<input type="checkbox"/> Some preparation is needed (up to 15 minutes per session)	<input type="checkbox"/> Substantial preparation is needed (more than 15 minutes per session)
5. Average time needed each session to implement the intervention	<input type="checkbox"/> Little or no extra time is needed	<input type="checkbox"/> Some time is needed (up to 30 minutes per session)	<input type="checkbox"/> Substantial time is needed (more than 30 minutes per session)

Intervention Element	Tier I	Tier II	Tier III
6. Degree to which the intervention is tailored to the unique needs of the target student	<input type="checkbox"/> Intervention is likely to be effective with a wide range of students (e.g., use of praise statements)	<input type="checkbox"/> Intervention is tailored to the target student but could also be applied to other students who show similar, somewhat common presenting problems (e.g., poor reading fluency; inattention)	<input type="checkbox"/> Intervention is highly individualized to the needs of the target student, unlikely to be applicable to many other students in the class or school (e.g., middle school student requiring early-elementary level reading instruction)
7. Degree to which the intervention can be carried out by the educator as part of his or her 'typical' instructional routine	<input type="checkbox"/> Intervention can be fully integrated into the teacher's instructional routine	<input type="checkbox"/> Intervention requires that the educator expend moderate amount of additional effort or time beyond the usual instructional routine	<input type="checkbox"/> Intervention requires that the educator expend significant additional effort or time beyond the usual instructional routine
8. Size of the developmental gap between the stated intervention outcome goal(s) of the target student and the 'typical' academic or behavioral levels of the classroom or grade level	<input type="checkbox"/> Intervention goal approaches or matches the academic or behavioral levels of most students at that grade level	<input type="checkbox"/> Intervention goal falls somewhat below the academic or behavioral levels of most students at that grade level	<input type="checkbox"/> Intervention goal falls significantly below the academic or behavioral levels of most students at that grade level
9. Potential of the intervention to distract other students or disrupt their learning	<input type="checkbox"/> Intervention can be implemented with little or no distraction of other students or disruption to their learning	<input type="checkbox"/> Intervention is likely to result in mild distraction of other students or disruption to their learning	<input type="checkbox"/> Intervention is likely to result in significant distraction of other students or disruption to their learning
<i>Monitoring of the Intervention</i>	--	--	--
10. Effort required to monitor the success of the intervention (e.g., a teacher who rates a student on a Daily Behavior Report Card would be considered 'low effort', a psychologist who carries out twice-weekly direct observations of student behavior would be 'high effort')	<input type="checkbox"/> Method(s) of intervention monitoring requires little additional effort	<input type="checkbox"/> Method(s) of intervention monitoring requires moderate additional effort	<input type="checkbox"/> Method(s) of intervention monitoring requires significant additional effort
	TIER I TOTAL = _____	TIER II TOTAL = _____	TIER III TOTAL = _____

Evaluating the Intervention Plan of the 'Non-Responding' Student: A Guide

Directions: If your RTI Team has a student who is not adequately responding to intervention, use the form below as an organizing tool to evaluate the quality and outcome of the intervention plan(s) attempted. If the student meets all criteria outlined below (see 'Recommendation' sections) and continues to show significant school-based problems, your team should consider referring him or her for a special education evaluation.

1. *Target Problems.* The student was initially found to have skill or performance gaps relative to peers that significantly affected his or her chances for school success in the following area(s):

Problem definition 1: _____

Problem definition 2: _____

Your team agreed that these problem definitions were stated in clear, measurable, observable terms.

___Y ___N

[Recommendation: If 'No', refer the student back to the RTI Team and define more precisely the problem area(s).]

2. *Intervention Plan Elements.*

- Interventions used with the student were research-based. ___Y ___N
- All interventions were carried out as designed with a high level of quality ('intervention follow-through'). ___Y ___N

[Recommendation: If 'No' to either of the items, put interventions in place for the student that are research-based and monitor them closely to ensure quality of intervention follow-through]

3. *Number of Intervention Plans Tried and Time-Lines.* A minimum of 2 or more intervention plans was attempted. Each plan was implemented for a long enough period of time to demonstrate whether it was effective. ___Y ___N

- Plan 1: Start Date: ___/___/___ End Date: ___/___/___ Number of Instructional Weeks: _____

Comments: _____

- Plan 2: Start Date: ___/___/___ End Date: ___/___/___ Number of Instructional Weeks: _____

Comments: _____

- Plan 3: Start Date: ___/___/___ End Date: ___/___/___ Number of Instructional Weeks: _____

Comments: _____

- Plan 4: Start Date: ___/___/___ End Date: ___/___/___ Number of Instructional Weeks: _____

Comments: _____

[Recommendation: If fewer than 2 intervention plans have been attempted, continue to monitor the student through the RTI Team and try additional interventions as needed. If any of the plans were implemented **for too short a time** to show progress, consider employing the same intervention plan again and monitor long enough to judge its effectiveness.]

4. *Progress Monitoring.* The student's progress was monitored regularly in each of the problem areas identified in Section 1. At least two measures were used to track student progress in each problem area. ___Y ___N

Problem definition # ___: Measurement method used: _____

Goal set for student: _____ Final student level : _____ Goal met? ___Y ___N

Problem definition # ___: Measurement method used: _____

Goal set for student: _____ Final student level : _____ Goal met? ___Y ___N

Problem definition # ___: Measurement method used: _____

Goal set for student: _____ Final student level : _____ Goal met? ___Y ___N

Problem definition # ___: Measurement method used: _____

Goal set for student: _____ Final student level : _____ Goal met? ___Y ___N

[Recommendation: If fewer than **2 methods** were used to monitor a problem area, select additional monitoring methods and continue the intervention for several more weeks before making a decision about the student's response to intervention. If the student met **most or all** monitoring goals, consider maintaining the current intervention plan, raising the student's goals, and continuing to monitor the student's progress.]

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