

Response to Intervention (RtI)

Problem-Solving/Consultation Process

Training Video Guide



cde

Developed by:

The Colorado Department of Education

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Problem-Solving Video Guide

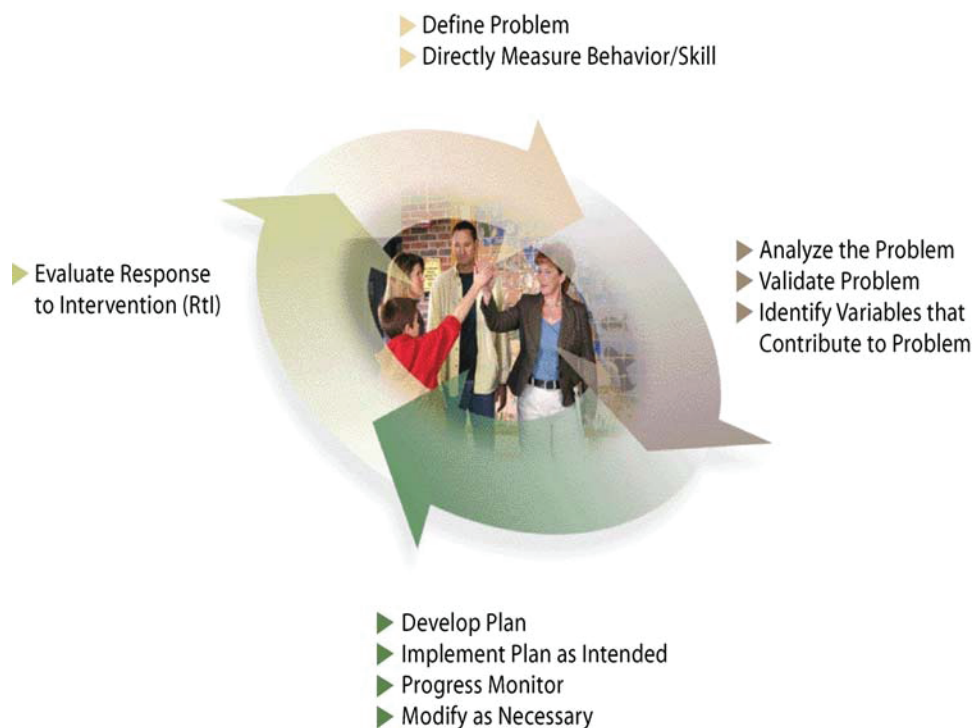
Introduction

This video about the problem-solving process is general in nature and was developed by the Colorado Department of Education for the sole purpose of modeling the problem-solving process within a Response to Intervention framework. It is made available with the understanding that the Colorado Department of Education does not promote the curriculum, interventions, or other resources discussed by the participants in the video. The video is intended to be a resource for schools who are implementing Response to Intervention.

The information contained in the video is intended to provide accurate and helpful information for school districts and individual schools. It should not be considered complete and does not cover all components of the Response to Intervention framework. The information in this video should not be used in place of district guidelines or expectations, which should be consulted before adopting any of the demonstrated practices.

The following guide is intended to be used for training school problem-solving teams. It is a resource that may be helpful in guiding school teams in understanding the steps of the process and may provide insight on the team functions that constitute effective problem-solving. These functions include initial consultation, initial problem-solving team meeting, intervention, progress monitoring, follow-up consultation, and follow-up team meeting. The following guide may support teams as they watch the video and dialogue about the responsibilities of the problem-solving team.

Although collaborative educational decisions are made at all tiers, this guide targets the problem-solving that occurs at the individual student level utilizing consultants to gain information and to support classroom teachers and parents throughout the problem-solving process.



Defining Response to Intervention

The following information is taken from the Colorado Department of Education (CDE) Rtl Guidebook. The guidebook can be downloaded from the CDE website at www.cde.state.co.us/Rtl.

The Response-to-Intervention (Rtl) framework is a school-wide initiative that provides a seamless system of interventions and resources for all students whether they are at-risk for failure or are gifted and talented students not meeting their full potential. The Rtl framework utilizes instructional strategies such as universal screening and on-going data analysis to inform instructional interventions, flexible use of building personnel with students, as well as collaborative problem-solving among staff and parents to enhance all students' performance. Rtl provides a continuum of evidence-based, tiered interventions with increasing levels of intensity and duration which is central to Rtl.

The Role of the Consultant

Who should be a consultant and what skills do consultants need?

The role of the consultant is to link the classroom teacher to the problem-solving team and is a critical component of the problem-solving process. The majority of problem-solving team members are expected to act as consultants for select cases. The consultant should be a trained professional who is skillful in a number of areas including active listening, questioning, problem-solving, forging positive relationships, following through, and developing and maintaining trust.

Who should be trained in this process?

All potential consultants should be trained with the problem-solving training module. His/her most important function is to support the teacher throughout the problem-solving process.

What is the role of the consultant?

The consultant may be asked to do the following:

- Assist the teacher complete the documentation forms necessary for the problem-solving team
- Assist the teacher in collecting student data before the initial problem-solving meeting, as well as inform the teacher about the problem-solving process
- Meet with the teacher prior to the initial meeting to determine the specific student need or ability that will be addressed in the initial meeting as well as what factors may contribute to understanding the need or ability
- Connect with the family to gain the family's perception as well as to gain pertinent information about the student

- Utilize effective consultation skills and take the time necessary to complete the first two steps of the problem-solving process which are defining and analyzing the problem (this allows the initial meeting to be efficient and productive when developing the intervention plan)
- Communicate on a weekly basis (at a minimum) with the referring teacher, interventionist, and progress monitor to ensure that the intervention plan is implemented as designed and is effective
- Work with the referring teacher to adjust the intervention plan prior to the next meeting; however, if significant concerns arise or significant changes need to be made, the consultant can request an additional meeting for further discussion



Collaborative Consultation in the Schools: Effective Practices for Academic and Behavior Problems by Thomas Kampwirth provides more in depth information on the problem-solving process and how to utilize consultants.

Before Starting:

In order to implement a problem-solving process throughout a system, an evaluation of current practices is important. Because RtI is most effective if implemented system-wide Tier I problem-solving processes, such as data analysis, data dialogues, universal curriculum decisions, differentiation, etc. need to be in place before individual student problem-solving can be effective. The following activities will help identify universal supports and systems and will support you as you prepare to train on the problem-solving process with building teams.

1. Data Meetings activity sheet (Appendix A) - identify the data dialogues that currently take place at the building and district level:
 - a. Determine when the meeting takes place (day of the week & time)
 - b. Identify who attends the meeting
 - c. Discuss the data that are brought to the meeting
 - d. Identify the purpose of the meeting
 - e. Discuss whether the majority of the meeting is spent analyzing the data or discussing instructional changes

The purpose of this activity is to determine how you can adjust current systems to include individual student problem-solving. It is likely unrealistic to add another meeting to an already stretched system. Systems are most productive when the time is taken to adjust current practice and not add to practice.

2. Building Resources Activity Sheet - Elementary (Appendix B) – identify the expertise you have in the building that can support universal, targeted and intense interventions.
 - a. Identify who can provide support in reading, math, writing, science, behavior, gifted, ELL, etc.
 - b. Identify what support the individual or team can provide
 - c. Identify further training that is needed in each area
 - d. Identify the availability of the resource you have identified

This activity helps systems determine what current strengths are in each areas as well as what needs there are. Identifying the building resources can help teams narrow interventions more quickly. It helps teams determine what the BEST AVAILABLE SOLUTION is. An important component of problem-solving is to eliminate dialogue focusing on variables that are out of our control and instead determining what is within our control.

3. Building Resources Activity Sheet – Secondary (Appendix C) – Secondary poses a few more challenges when identifying resources. At this point, it may be most helpful to determine the system variable that may need adjustment. For teams, it is often helpful to identify the potential benefits, challenges, and the resources currently available for the variable. The activity sheet may guide teams in determining what system variables would be most beneficial to change initially.

4. Family and Community Engagement Activity – Including families and community resources in the problem-solving process is sometimes new and challenging for schools and teams. As a team, identify how teachers, students, family members, and community resources can collaboratively share in implementing interventions and monitoring progress. The following questions may help in identifying how we can support teachers and families partnering in the problem-solving process, even those who may be hesitant or uncomfortable?
 - a. How can we inform our families and community about RtI, problem-solving, and the multi-tiered model?
 - b. What kind of two-way, ongoing communication structures are in place for teachers and families to share information about student successes and concerns?
 - c. How will the problem-solving process and specific roles be explained to teachers, students, families and community resources?
 - d. How can we have student home data to help in decision-making in the problem-solving process?

OTHER RESOURCES IN APPENDIX:

Appendix D: Two sets of interview questions for consultants to use to help guide the initial consultation session

Appendix E: Parent phone script for consultants to use when calling parents

Appendix F: Sample referral form – Elementary

Appendix G: Sample referral form – Secondary

Appendix H: Gap Analysis Instructions

Facilitating the Video

There are two goals to problem-solving: remediating a current problem and preventing problems because of the skills gained by the referring teacher or parent. This includes identifying deficits and abilities that need support. To help define problem-solving as a process and not only a meeting, *both the academic and behavioral examples* on the video are divided into five segments:

1. Initial consultation
2. Initial problem-solving team meeting
3. Intervention implementation and progress monitoring,
4. Follow-up consultation
5. Follow-up meeting

The facilitator's guide is linked to each segment individually. It should be understood that the following steps are encouraged only after universal supports have been implemented and monitored by classroom teachers.

The guide provides a brief overview of the intent of the section, suggested questions to initiate conversation, key understandings to highlight, and considerations for implementing the process at the secondary level for each of the identified sections. In addition, key points to identify specific to the academic and the behavioral example have been included at the end of this section.

The following icons will help you identify the steps in the facilitation process:



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Guided Questions



Key Understandings



Considerations for the Secondary Level

The Problem-Solving Video

Initial Consultation

The purpose of consultation is to support the referring teacher or parent in developing targeted or intense interventions based on an identified problem or ability. A part of consultation is defining the strengths of a student as well as needs the student may have. An effective consultant helps the referring teacher or parent to list all of the problems or abilities that the student is demonstrating and then prioritizing. The consultant supports the referring teacher or parent in gathering the necessary data to define the problem or ability and also generate expectations. The problem or ability identified should be observable and measurable.



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Questions for Conversation:

After watching the initial consultation, identify:

1. What are some strengths of the consultation session?
2. What other information would you gain?
3. Would you have identified the same problem?
4. If not, what would you have identified?
5. What did you notice about the relationship between the parent and teacher?
6. How and when might the teacher have accessed relevant home information to share at the meeting?
7. What would the consultation have been like if the parent had made the referral?



Key Understandings:

- Teacher and consultant use data from the classroom teacher to determine the ability or need
- Teacher comes prepared and the teacher's input is valued
- Teacher has already communicated the concerns to the parent
- Consultant has the ability to define the problem with the data provided by the teacher and guides the analysis of the problem



Considerations for the Secondary Level:

- Data may be collected electronically instead of a sit down meeting
- Information gained will be more global and less about one skill

Initial Problem-Solving Team Meeting

The purpose of the initial problem-solving team meeting is to generate interventions for the problem or ability. If the initial consultation is done well, the initial problem-solving meeting will flow more smoothly. Defining the problem or ability should not be the focus of the meeting. An important component of generating the intervention is determining who will be responsible for the intervention, including developing materials, implementing the intervention and progress monitoring the intervention.



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Questions for Conversation:

After watching the Initial Problem-Solving Team Meeting, discuss the following:

1. What are the strengths of the initial problem-solving team meeting?
2. What did you notice about the classroom teacher's involvement in the meeting?
3. What did you notice about the parent's involvement in the meeting?
4. What was most effective during the meeting? In developing an intervention plan?
5. What components did the meeting have that made it efficient and productive?
6. How was the parent involved in developing the intervention plan?



Key Understandings:

- Meeting is efficient and well organized because of the data collected prior to the meeting
- Team identifies who is going to provide the intervention, when it is going to happen, how often the intervention will take place, who will be in the group, etc.
- Team also determines who will progress monitor and what tool will be used
- Team utilizes a gap analysis to determine the student's goal (for more information on gap analysis refer to the CDE Guidebook), Appendix H also offers a description of gap analysis
- Parent provides input and guidance
- Future meeting date is set to review the intervention plan



Considerations for the Secondary Level:

- Progress monitoring tools selected may be used less often
- Data collection methods may be broad and related more to content than to individual skills
- Fewer people may attend the meeting
- Student may attend the meeting

Intervention and Progress Monitoring

The most important understanding when entering the intervention and progress monitoring phase of the process is the continued connection between the teacher and the consultant. Although the consultant may not be providing the intervention or progress monitoring the intervention, the consultant should continue to be a support to the teacher. A periodic check in is important to ensure fidelity of the intervention and support the understanding that this is a team effort.



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Questions for Conversation:

After watching the intervention and progress monitoring, discuss the following:

1. How did the teacher follow the intervention plan?
2. How did the intervention appear to address the identified problem?
3. How was the progress monitoring data collected?
4. What modifications would you make?
5. How might family data/follow-up been included in the discussion?



Key Understandings:

- Interventionist follows the protocol of the intervention
- Student is invested in progress
- Progress monitoring is documented



Considerations for the Secondary Level:

- Intervention may be a strategy in a content classroom
- Intervention may be a standard protocol (such as Corrective Reading, Math, etc.)
- Progress monitoring may be utilizing data already collected (such as grades, work completion, etc.)

Follow-Up Consultation

The follow-up consultation should take place between the implementation of the intervention and the follow-up problem-solving team meeting. The consultant meets with the referring teacher or parent and interventionist if necessary. The consultation prior to a follow-up problem-solving team meeting allows the meeting to flow smoothly and ensures that the data is guiding any adjustments.



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Questions for Conversation:

After watching the follow-up consultation, identify:

1. What skills does the consultant use to encourage teacher input?
2. How is data utilized to make suggestions for next steps?
3. Discuss the individual's participating in the follow-up conversation. Who else might have been included?
4. If you were the consultant, what would you have wanted to know?
5. If the consultant was meeting with the parent, what might have been discussed in the session?



Key Understandings:

- Consultant guides the discussion
- Data is utilized to make recommendations
- Aim line may be adjusted when goals are met
- Teacher provides input and opinions are valued



Considerations for the Secondary Level:

- Alternate forms of discussion data may be used (i.e., electronically)

Follow-Up Problem-Solving Team Meeting

The follow-up problem-solving team meeting should be focused on the data, teacher and parent input. The meeting should follow the intervention plan and decisions should be made about next steps based on the data.



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Questions for Conversation:

After watching the follow-up problem-solving team meeting, discuss the following:

1. What are the strengths of the follow-up problem-solving team meeting?
2. How did the team utilize the appropriate data and information from the parent and teacher?
3. Would you have had the same recommendation to the continuing plan?



Key Understandings:

- Tone is set by using data to describe the response to intervention
- Teacher input is valued
- Parent engagement is apparent
- Team members talk directly to parent



Considerations for the Secondary Level:

- Length between meetings may be longer
- Length of the intervention may be longer (i.e., semester)
- Fewer people at the meetings
- Parent attendance at meetings

In Conclusion



Questions for Conversation:

- What are the challenges in problem-solving an academic issue? behavior issue? gifted issue? ELL issue? etc.
- What supports does the team need to implement the problem-solving process?
- How can families and school share responsibility for student progress in the problem-solving process?



Helpful Websites:

- Intervention Central: progress monitoring, intervention ideas, behavior resources
www.interventioncentral.org
- AimsWeb: progress monitoring resources
www.aimsweb.com
- What Works Clearinghouse: Strategies and programs that are researched based
www.w-w-c.org
- Doing What Works: U.S. Department of Education resources on interventions that are research based
www.dww.ed.gov
- Discipline Help: You Can Handle Them All
www.disciplinehelp.com
- Florida Center for Reading Research: reading research based information
www.fcrr.org
- Pikes Peak Literacy Strategies Project:
Strategies for the 5 components of reading (phonemic awareness, phonics, fluency, comprehension and vocabulary)
www.pplsp.org
- National Progress Monitoring Organization: progress monitoring tools
www.studentprogress.org
- Positive Behavior Interventions & Supports
www.pbis.org

Academic Video Points



Initial Consultation

- Teacher contacts parents about the referral and the initial problem-solving team meeting.
- The consultant for this case is a grade level team member who also has the child in class and knows the child well.
- The student has been supported through grade level data dialogues and universal standard protocol supports.
- Grade level data dialogue helped define the fluency concern through universal progress monitoring and universal standard protocol interventions.



Initial Problem-Solving Team Meeting

- Parent continues to support reading at home.
- Consultant, teacher, and interventionist meet regularly between meetings to discuss progress.
- Teacher communicates with parent regularly regarding progress.
- Time keepers are utilized as necessary during meeting.



Intervention

- Intervention happened during literacy block 4 times a week
- Student is monitored at independent level daily
- Other students may or may not have another learning plan, ILP, IEP, RtI
- Grade level progress monitoring happens weekly during literacy block
- Interventionist communicates with teacher regularly to discuss student progress



Progress Monitoring

- Students are monitoring each other during the "you do".
- All passages are read for a minute for this intervention.



Follow up Consultation

- Interventionist brings data to follow up consultation.
- Teacher voices any concerns with current intervention at the follow up consultation.
- Parents are contacted and invited by the teacher to the follow up problem-solving team meeting.



Follow up Problem-Solving Team Meeting

- Changes are made to intervention plan based on data, as well as teacher and parent input.
- Parent involvement is encouraged throughout the problem-solving process.
- Intervention continues until student closes the gap.
- Follow up meetings are scheduled based on intervention expectations.
- Parents are provided resources to help with jargon through collaboration and documents that have been developed to support understanding of interventions, data collection, and gap analysis.

Behavior Video Points



Initial Consultation

- Universal data dialogues have taken place prior to the referral and have ruled out an academic need.
- Teacher has already communicated with parents about the work completion concern.



Initial Problem-Solving Team Meeting

- Consultant collected data identifying peer on-task behavior for comparison prior to the problem-solving team meeting.
- Parent also agreed to implement the intervention at home.
- Consultant and teacher meet regularly between meetings to discuss progress.
- Teacher communicates with parents regularly regarding progress.
- Time keepers are utilized as necessary during meetings.



Intervention

- Only targeted student hears beep
- Intervention happens daily during literacy block



Progress Monitoring

- Progress monitoring happens weekly during literacy block.
- Progress monitoring documents on-task behavior at 20 second intervals.



Follow up Consultation

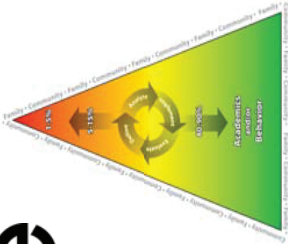
- Consultant brings data to follow up meeting.
- Teacher voices any concerns with intervention and guides next steps based on understanding of the student's needs.
- Parents are contacted and invited by the teacher to the follow up problem-solving team meeting.



Follow up Problem-Solving Team Meeting

- Changes are made to intervention plan based on data, as well as teacher and parent input.
- Parent involvement is encouraged throughout the problem-solving process.
- Intervention continues until student closes the gap.
- Follow up meetings are scheduled based on intervention expectations.
- Parents are provided resources to help with jargon through collaboration and documents that have been developed to support understanding of interventions, data collection, and gap analysis.

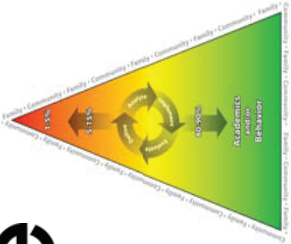
Appendix



Building Resources

Elementary

Expertise	Who?	What?	Training	Availability
Reading				
Math				
Writing				
Science				
Behavior				
Other:				17



Building Resources

Secondary

	Potential Benefits	Challenges	Resources
<p>Making time available for interventions & dialogue</p>			
<p>Adjusting the master schedule—Needs? Changes?</p>			
<p>Supporting Collaboration</p>			
<p>Utilizing Academic Expertise</p>			
<p>Utilizing Behavior Expertise</p>			
<p>Other:</p>			

CONSULTATION INTERVIEW

Problem Identification

1) Describe behavior(s), ask questions; Select a behavior(s)

"Describe Jen's disruptive behavior." "Let's see, you expressed concerns about Abe's math progress, poor attitude, and aggressive behavior. Which of these should we discuss first?"

Response:

2) Ask for examples, until you can describe the behavior clearly (Ask for as many examples as possible.)

"What word attack skills is Dan missing?" "What does Frank do when he has a poor attitude?" "What does Egbert do when he is inattentive?"

Response(s):

3) Questions about setting and instructional conditions.

"What time(s) of day are problematic?" "What is he supposed to be doing?" "What are the expectations then?" "What sort of instruction is occurring?"

Response(s):

4) Summarize and confirm the problem and setting information.

"Let's see, you said that Jerry is able to recall facts from stories he has read, but he cannot make inferences about the main story theme. Is that right?" "So, the main concern is Jan's negative comments about her skills and her unwillingness to participate in classroom activities. Is that an accurate description of our concerns?"

Response(s):

5) Prior learning and setting events:

"What happens before she refuses to do her work?" "What skills might be missing?"
"What happens when she is re-directed?"

Response(s):

6) Setting conditions:

"When and where (in line, during class, at recess) does Frank hit other children?"
"Who is Frank with when he begins to hit?" "What are the other students doing in the situations when Frank hits...?" "What should Frank be doing...?"

Response(s):

7) Consequences/effects of behavior:

"What happens after Frank...?" "What do the other students do when Frank hits other children?"

Response(s):

8) Summarize the conditions.

"Let's see, it appears that Frank usually hits other children during unstructured time. The other children are attempting to work on projects in small groups, and the other children usually say nasty things to Frank when he hits someone, and then you reprimand him. Did I get that right?"

Response(s):

9) Estimate current status:

"About how often does Aaron draw the correct inference?" "How long do Jason's temper tantrums last?"

Response(s):

10) Estimate goal:

"How many correct answers to inference questions would Aaron have to get in order to be doing well?"

"How much of the time would Jan have to be on task in order to be more successful?"

Response(s):

11) Assets question(s):

"Name something that _____
does well?"

Response(s):

12) Question(s) about current approach to teaching or behavior-management:

"What have you tried so far to help Charles participate more constructively?"

"What sort of practice do students get before they do the timed tests?"

Review teacher TIER I documentation

13) Summarize and confirm:

"Let's see, the main problem is that Kristi cannot answer inference questions, and that the inference questions are crucial to good comprehension. She typically misses 4 or 5 of the 6 questions that follow each story, and the class average is 4 correct. Is that close?"

Response(s):

Consultant Information Gathering Protocol

Student:

1. What are the strengths of the student? (Prompt teacher for at least 2 strengths)

2. Clarify any unclear information on the referral form.

DATA (If not already on referral form)

Benchmark AND current DIBELS:

Reading and Math Benchmarks:

Other:

Obtain complete list of what's been tried so far (accommodations, modification, interventions):

Programs or instructional strategies currently used for referral concern:

3. What skill or behavior is priority for intervention? What is the specific skill to be targeted for intervention? (e.g., If the concern is phonemic awareness, will the target be letter identification, or sound/symbol relationship, or etc? If the concern is phonics, will the target for intervention be long vowels, or cvc, or etc? If the concern is behavior, will the target for intervention be talking out, or hitting, or etc?)

Be as specific as possible

4. If this is a reading/writing/language concern, does the student have an Individual Literacy Plan (ILP)? _____ If so, what are the strategies being used to address the student's literacy needs? (or attach a copy of the ILP) _____

5. What does the teacher hope to gain from referring the child to the problem-solving team? What questions do they have that they would like answered? (e.g., What additional supports are available? What specific strategies can I try? Is the child eligible for special education?)

6. If the teacher is looking for additional support (e.g., literacy "double dip," tutoring, etc.), what may be options that she is aware of in that area?

7. Is there anyone else (besides classroom teacher and parent) who should be invited to the child's problem-solving team meeting? (e.g., literacy teacher, ESL, speech)

8. If there are also speech concerns, has a speech concerns referral been turned in?

9. If the referral is a behavior concern, ask probing questions to get a good picture of the behavior.

When does it occur? Where? With who?

How many times in a day/week does it occur?

What does it look like? How long does it last?

What has been tried so far? What seems to help?

What seems to make it worse? What seems to set it off?

What is the expectation – what should the child do instead?

What does the child seem to be obtaining from the behavior?

Other input?

10. Remind the classroom teacher to invite parents to the meeting. They will be responsible for inviting parents to all future meetings.

RTI Parent Phone Script

1. Hello, my name is _____ and I am a teacher/psychologist/social worker/counselor/administrator at your child's school. Your child has been referred to the problem-solving team. The problem-solving team is a group of teachers, counselors, special educators, mental health professionals and administrators who meet regularly to monitor individual child's progress and to explore options to help each of our students reach his or her highest potential. The team is here to help your child achieve success academically. Would you be willing to take a couple of minutes to answer a few questions?

Yes: Continue with #2

No: When would be a good time to touch base with you about how we can help your child?

2. Your child has been referred to the team by _____ and they/he/she stated that it appears your child needs support with _____ and we would like to get your perspective.

3. What support has your child received in the past?

4. What support would you like your child to have? What other information would you like to provide us regarding your child on this or any other issue?

5. I am going to serve as the consultant for your child through this process. This means I will gather information from your child's teachers and present this information to the problem-solving team. As a team we will meet to discuss your child's abilities and needs to determine what supports we can provide your child. We will also develop measurable goals that will help us determine the impact of the intervention. We would like for you to be part of the team and participate in this meeting if possible. If you are unable to participate in this meeting, I will contact you to let you know what decisions the team has made.

6. Is this the best phone number to contact you? Are there any alternate numbers to reach you?

7. Do you have any questions for me?

Tier I Documentation Form
RTI



Name of Student:	
Teachers:	
Date of Birth:	Grade:

RTI Tier I - Universal Supports/Classroom Interventions

Dates	Specific Concern	What was changed/ Interventions attempted (Changes to curriculum, instruction, environment, etc.)	Frequency (Hours/week)	Results

Parent Contacts (Use this space to document any parent communication regarding the child's academic and/or behavior concern being addressed in Tier I. Please note that when a referral to SFT is made (Tier II), a phone call home is required to notify parents of the SFT process and to invite them to their child's first SFT meeting. Phone, email and personal conference are all acceptable.

Date	How Contacted	Person Contacted	Content of Communication

REQUESTS FOR ASSISTANCE

When the student does not demonstrate adequate progress after the above interventions and changes have been implemented and a pattern exists of poor behavior or academic failure a referral to the Student Focus Team is appropriate.

SAMPLE RtI Tier II Referral Form

Name of Student:		Date of Referral:	
Classroom/Referring Teacher:			
Date of Birth:		Grade:	

Request for Assistance from Problem-Solving Team

****Please limit to 3 main areas of concern for targeted intervention.**

ACADEMIC CONCERNS	BEHAVIOR CONCERNS
Reading <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension Math <input type="checkbox"/> Computation <input type="checkbox"/> Measurement <input type="checkbox"/> Problem-Solving <input type="checkbox"/> Time <input type="checkbox"/> Money <input type="checkbox"/> Word Problems <input type="checkbox"/> Geometry Written Language <input type="checkbox"/> Grammar <input type="checkbox"/> Punctuation <input type="checkbox"/> Fluency <input type="checkbox"/> Spelling	Social and Interpersonal Skills <input type="checkbox"/> Interacting appropriately with peers <input type="checkbox"/> Following classroom rules <input type="checkbox"/> Intrapersonal/emotional concerns <input type="checkbox"/> Inattention <input type="checkbox"/> Hyperactivity <input type="checkbox"/> Defiance/Noncompliance <input type="checkbox"/> Aggression (<input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Both) Motivation <input type="checkbox"/> Motivation to learn <input type="checkbox"/> Participation in class <input type="checkbox"/> Producing high quality work <input type="checkbox"/> Persisting through difficult tasks <input type="checkbox"/> Working independently Study Skills <input type="checkbox"/> Completing homework <input type="checkbox"/> Correcting work <input type="checkbox"/> Finishing work on time <input type="checkbox"/> Taking care of materials <input type="checkbox"/> Following directions

OTHER CONCERNS:

Speech (Language Articulation Both) Motor (Fine Motor Gross Motor)

Other (please explain) _____

Existing Data (Formal and Informal Assessment Measures/CBMs):

Reading Benchmark	
Math Benchmark	
CORE	
DIBELS (log & current scores)	
Classroom Assessments	
Other:	
Other:	

Has the student received any special services that you are aware of?
 Nurse Counselor School Psychologist Private Tutoring Specialized Intervention Outside agencies
 Explain: _____

Provide a specific, observable, measurable description of the MOST CONCERNING problem. _____

RTI Referral Form

Student name: _____ Grade: _____

Referred by: _____ Date: _____

ASSETS
Academic Performance <ul style="list-style-type: none"><input type="checkbox"/> Responds to classroom instruction<input type="checkbox"/> Works well in teams<input type="checkbox"/> Motivated to do well in school<input type="checkbox"/> Sets personal academic goals<input type="checkbox"/> Works independently when needed<input type="checkbox"/> Initiates learning activities at appropriate level<input type="checkbox"/> Indicates prior knowledge for many topics<input type="checkbox"/> Completes work ahead of peers<input type="checkbox"/> Desires to learn from school and life<input type="checkbox"/> Accepts failure and moves on<input type="checkbox"/> Enjoys intrinsic motivation<input type="checkbox"/> Follows passions and convictions<input type="checkbox"/> Seeks new learning opportunities<input type="checkbox"/> Regulates self to accomplish goals<input type="checkbox"/> Reports spending time on homework<input type="checkbox"/> Reads for pleasure<input type="checkbox"/> Plans ahead and makes good choices<input type="checkbox"/> Seeks additional assistance<input type="checkbox"/> Meets content standards<input type="checkbox"/> Is goal oriented<input type="checkbox"/> Works well one-on-one
Family Issues <ul style="list-style-type: none"><input type="checkbox"/> Positive family communication<input type="checkbox"/> Parental involvement in School<input type="checkbox"/> Family supports rules and consequences<input type="checkbox"/> Family monitors whereabouts of student<input type="checkbox"/> Parents support student to achieve<input type="checkbox"/> Parents are resourceful/open to services
Individual/Peer Relationships <ul style="list-style-type: none"><input type="checkbox"/> Understands rules and consequences<input type="checkbox"/> Peers model responsible<input type="checkbox"/> Demonstrates empathy, sensitivity and friendship<input type="checkbox"/> Initiates access to resources as needed<input type="checkbox"/> Resists negative peer pressure<input type="checkbox"/> Optimistic about his/her future<input type="checkbox"/> Seeks to resolve conflicts in a positive manner<input type="checkbox"/> Involved in music or arts<input type="checkbox"/> Involved in sports or activities in School<input type="checkbox"/> Places high value on helping others<input type="checkbox"/> Acts on pro-social convictions, stand up for self<input type="checkbox"/> Tells the truth even when it is not easy<input type="checkbox"/> Accepts and takes personal responsibility<input type="checkbox"/> Has friends
<input type="checkbox"/> Other: _____

CONCERNS
Academic Performance <ul style="list-style-type: none"><input type="checkbox"/> Boredom<input type="checkbox"/> Excessive dependency on the teacher<input type="checkbox"/> Anxiety over tests/exams<input type="checkbox"/> Extreme self criticism/Perfectionism<input type="checkbox"/> Refusal to accept responsibility<input type="checkbox"/> Preoccupied with school success/compulsive<input type="checkbox"/> Difficulty in accepting mistakes<input type="checkbox"/> Decline in academic performance/quality of work<input type="checkbox"/> Not responding to school classroom strategies<input type="checkbox"/> Work not handed in/Incomplete work<input type="checkbox"/> Change in classroom participation<input type="checkbox"/> Attitude of irritation and frustration<input type="checkbox"/> Defensiveness<input type="checkbox"/> Power struggles over class work<input type="checkbox"/> Distract peers from learning tasks<input type="checkbox"/> Deterioration of rapport with teachers<input type="checkbox"/> Withdrawal: separates from others/loner<input type="checkbox"/> Daydreaming in class<input type="checkbox"/> Transition difficulties/Resists new patterns/routines<input type="checkbox"/> Avoids taking risks<input type="checkbox"/> Extreme shyness
Family Issues <ul style="list-style-type: none"><input type="checkbox"/> Non-participation in parent/teacher conference<input type="checkbox"/> Low parental involvement in school<input type="checkbox"/> Running away from school<input type="checkbox"/> Caretaker other than parents<input type="checkbox"/> Isolating self at home<input type="checkbox"/> Parents decline services
Individual/Peer Relationships <ul style="list-style-type: none"><input type="checkbox"/> Disrupts others in class<input type="checkbox"/> Lack of concentration or motivation<input type="checkbox"/> Extreme negativity<input type="checkbox"/> Defiance: breaking rules<input type="checkbox"/> Impaired memory<input type="checkbox"/> Low or flat affect<input type="checkbox"/> Verbally aggression (abusive, obscene, outbursts)<input type="checkbox"/> Hyperactivity, nervousness<input type="checkbox"/> Intensity of feelings<input type="checkbox"/> Impulsive actions<input type="checkbox"/> Compulsive talking/chattering<input type="checkbox"/> Other students concerned/ possible problem<input type="checkbox"/> Suspected alcohol/drug use<input type="checkbox"/> Frequent mood swings
<input type="checkbox"/> Other: _____

Relevant student data: (CSAP scores, district assessments, classroom assessments, office referrals, etc.)

What strategies/interventions have already been implemented: (parent contact, differentiation, referral to after school tutoring, peer tutoring, etc.)

Community Involvement (if known)

- Tutoring
- Counseling
- Probation/Tracking
- Department of Human Services



Gap Analysis

A critical component of determining a student's response to an intervention as well as the intensity level of an intervention is conducting a Gap Analysis. A Gap Analysis is determined by dividing the expected benchmark by the current student performance. The following steps provide a structure for determining the Gap along with a method of determining realistic growth expectations.

A student is in second grade and is reading 20 words per minute (wpm) based on an Oral Reading Fluency probe given during the winter screening.

1. Determine the current benchmark expectation. For the above student the benchmark is 68 words per minute for winter.

To establish the Gap:

2. Divide 68 wpm (the expected benchmark) by 20 wpm (the current performance)
 $68/20 = 3.4$

The Gap the student has to close by the end of the year is >3.4 .

3. Determine if the Gap is significant. Any Gap above 2.0 is often considered significant, especially at the elementary level.

The next phase of Gap analysis includes determining what sufficient progress is necessary to close the Gap. (For the above student significant intervention is needed to attempt to close the Gap because the gap is more than 2.0.)

4. Determine the gain the student needs to make to close the Gap. To determine the necessary gain subtract the student's current performance from the expected benchmark in the next benchmark period.

For the above student the calculation is as follows: 90 wpm (benchmark) – 20 wpm (student's current performance) = 70 wpm (necessary to close the gap).

5. At this point, the problem-solving team determines what progress is realistic for the student. 70 wpm (necessary gain) divided by 15 (number of weeks for intervention) = 4.6 wpm (weekly gain needed)

The Problem Solving Team determines whether this is a realistic goal for the student. The team may decide to determine the number of weeks needed to close the Gap based on a reasonable weekly gain. For example if the student is expected to gain 3 wpm a week then the team could divide 70 wpm (necessary gain) by 3 wpm (weekly gain) to establish the length of intervention as 23 weeks.

Gap Analysis needs to be conducted regularly throughout the intervention to determine sufficient progress and response to intervention. A Gap Analysis should always be conducted with grade level expectations. (*Adapted from George Batsche Presentation*)

