Multi-Tiered System of Support (MTSS) Problem Solving/
Response to Intervention (PS/RtI) Guide

Lake County Schools
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Preface

Lake County Schools is committed to providing high quality instruction and support to all students academically and behaviorally. The implementation of a Multi-Tier System of Support that is a data-driven process provides assistance to students, families and teachers in seeking positive solutions. The primary purpose of this system is to provide support to teachers and parents by generating effective research-based academic and behavioral strategies for small groups or individually targeted students. Response to Intervention provides a structured process for implementing this multi-tiered support system. The process is aided by the Problem-Solving Model that uses school-wide and class-wide data to monitor the success and difficulties of groups of students and provides for the development of academic and behavioral interventions for individual, class, or school-wide issues.
Problem-Solving / Response to Intervention (PS/RtI) Guide

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Introduction
What is Response to Intervention (RtI)? Response to Instruction/Intervention is defined as “the practice of providing high-quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions” (National Association of State Directors of Special Education, 2006). Based on a problem-solving model, RtI considers social and environmental factors as they might apply to an individual student and provides interventions and supports as soon as a student demonstrates a need. RtI has emerged as the way to think about both early intervention assistance and resource allocation, including accessing resources through the IDEA.

In addition to addressing learning challenges, RtI strategies can be applied to improve students’ social behavior. The core principles of RtI remain the same regardless of the problem-solving target. RtI includes three main components:

- Continual application of a structured problem-solving process
- An integrated data system to use in a problem-solving process
- A multi-tiered model of support delivery that enables the efficient use of school resources.

The Response-to-Intervention (RtI) Model is a school-wide initiative that allows for the utilization of resources for students in need of academic and/or behavioral support. RtI provides a seamless system of interventions and resources which allows students to make significant progress whether they are at-risk for failure or are gifted and talented students not meeting their full potential. Although Individuals with Disabilities Education Act (IDEA) 2004 encourages utilizing the RtI process as an alternative approach for the identification of students for special education services, the intent of the process is much more significant than eligibility alone. More importantly, the RtI Model utilizes instructional strategies such as universal screening and on-going data analysis to inform instructional interventions, flexible use of school personnel with students, as well as collaborative problem-solving among staff and parents to enhance all students’ performance.

Why are schools required to implement the RtI Process?
Rule 6A-6.0331(1)(e), F.A.C., requires that schools implement evidence-based interventions to address the identified area(s) of concern in the general education environment. These interventions must be developed through a problem-solving process that uses student performance data to identify and analyze the area(s) of concern, select and implement interventions, and monitor the effectiveness of the interventions. The intensity and instructional focus of the interventions should match student need, and interventions must be implemented as designed and long enough for the interventions to have the expected effect. Ongoing progress monitoring must be conducted and used to evaluate the student’s progress and to revise the interventions when the interventions do not result in sufficient improvement. Therefore, in accordance with Rule 6A-6.0331(1)(e), F.A.C., taking responsibility for providing effective interventions that result in positive student response through general education resources is required.
What is a Multi-Tiered System of Support (MTSS)?

It is an alignment and integration of services needed to provide a seamless and fluid system of service for students. RtI has consistently been defined in Florida as the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. This multi-tier system of student supports involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. Within MTSS, all school-based efforts such as lesson study, universal design for learning, and continuous school improvement, are unified and accelerated by collaborative teaming to result in increased student achievement.

Multi-Tiered Framework

This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to need.
Tier 1 / Instruction
- Core, Universal Instruction and Supports
- General academic and behavior instruction and support provided for all students in all settings
- High quality research-based instruction
- Implemented with fidelity
- Universal Support (e.g. small groups, differentiated instruction, concept foundations, re-teaching, lesson study, enrichment, and/or additional instruction)
- If less that 80% of students are learning at grade level, engage in Problem-Solving at Tier 1

Tier 1 / Assessment
- Assessment includes class, grade level, and/or district-wide screening and progress monitoring (FAIR, FCAT, LBAs, etc.)
- Screening measures provide an initial indication of students at-risk (attendance, office discipline referrals, Suspensions, behavioral trends)
- All schools establish a process to routinely review students’ progress
- Use of a systemic process to review screening and progress monitoring for all students

Tier 2 / Instruction
- Individualized targeted supports for groups of students identified as underachieving
- Remediate specific skills: academic and behavioral
- At least 70% of students’ instructional needs are met receiving standard protocol interventions
- Implemented with fidelity
- Explicit, systematic & aligned with Tier 1
- Instructional interventions are differentiated, scaffolded, targeted based on assessment
- To provide enrichment & enhancement for students who have reached proficiency
- Parent involvement

Tier 2 / Assessment
- Tier 1 Review / Consideration of Tier 2
- Formal problem-solving begins
- Problem-Solving Log
- Hypothesis validated: ICEL/RIOT
- Data should lead directly to intervention derived from Universal screening, district, or grade level assessments
- Intervention progress monitored on a regular basis (every 2 weeks, monthly, etc.) and graphed
- Implemented with fidelity
- If need is difficult to identify, diagnostic assessment may be needed

Response to Intervention

Grade Level Learners: ≥ 80% needs met with Core

Return to Tier 1

Strategic Learners: ≤ 15% of students need instruction beyond the Core

Response to Intervention
Positive
- Gap is closing
- Continue intervention with current goal or increase goal
- Gradually fade intervention
- Return to Tier 1

Questionable
- Rate at which gap is widening slows
- Gap stops widening but closure does not occur
- Was intervention implemented as intended?

Negative
- Gap continues to widen
- Was intervention implemented as intended?
- Is intervention aligned with hypothesis?
- Is problem identified correctly?
Intensive Learners:
≤ 5 % of students needing most intensive interventions

**Tier 3/ Instruction**
- Intensive supports for students with significant and chronic deficits
- Skill specific interventions
- Increased intensity with small group instruction or one-on-one
- May require students to have a separate curriculum
- Intervention based
- Parent involvement

**Tier 3/ Assessment**
- Tier 2 Review/Consideration of Tier 3
- Formal Problem-Solving: School Psychologist should be included
- Graph intervention progress
- Progress monitor daily, weekly, etc.
- Diagnostic assessments may be used for a comprehensive look at strengths and weaknesses to guide development of appropriate intervention and not ESE eligibility (for behavior complete FBA/BIP)

**Response to Tier 3**

**Positive**
- Gap is closing
- Continue intervention with current goal or increase goal
- Gradually fade intervention
- Return to Tier 2

**Questionable**
- Rate at which gap is widening slows
- Gap stops widening but closure does not occur
- Was intervention implemented as intended?

**Negative**
- Gap continues to widen
- Was intervention implemented as intended?
- Is intervention aligned with hypothesis?
- Is problem identified correctly?

**Tier 3 Review**
- Compare student progress to peers through post-intervention universal assessment(s).
- Analyze individual student intervention progress
- Schedule Case Review Meeting
- If other hypotheses are considered, remain at Tier 3
- Parent involvement

**Tier 3 Assessment**
- Collect screening data consistent with data collected and reviewed at Tier 1 Review/ Consideration of Tier 2 meeting
- Tier 3 Review
- May obtain additional student observation
- May consider additional individual assessment to determine student need

**Case Review**
- Contact ESE Program/Staffing Specialist to schedule meeting
- Meeting should also include appropriate school staff and School Psychologist
- Complete RtI Analysis form at meeting, based on decision may move forward to obtain parent consent for individual evaluation
- Upon completion of individual evaluation schedule ESE eligibility staffing
Four Step
Problem-Solving Model
The 4-Step Problem-Solving Model

Each school is expected to create and support an RtI leadership team that utilizes the Problem-Solving (PS) model to meet the academic and behavioral needs of all students. RtI is however; not a specific or singular team, but a process or framework that is used for all team based educational decision making. The PS process is used by many school teams as an extension of the school RtI leadership team. The School Improvement Plan (SIP) is implemented through the RtI leadership team and carried out by teams ranging from attendance to curriculum to discipline to professional learning communities.

Problem-solving team meetings should be scheduled regularly in each school. By providing a strong PS process with ongoing progress monitoring for assessing the success of research based interventions at the different tiered levels, more students will have the opportunity to be successful both academically and behaviorally.

The Problem-Solving Team
The Problem-Solving Team should be composed of various personnel at the school level such as administrators, teachers and specialists. Team membership should include individuals with an array of expertise, but the composition of the team should be flexible given the area(s) of concern being addressed. PS teams should identify a facilitator who guides the process and ensures a supportive atmosphere. Members of the team may also assume responsibilities of recorder or time-keeper on a problem-solving team (see the PS/RtI Problem-Solving Team section for descriptions).

The Problem Solving Process
The PS process is used to plan, evaluate, and revise all tiers of instruction. The four step PS process includes a structured format that is used when analyzing possible reasons for lack of progress in a student or group of students’ academic or behavioral achievement in order to plan and deliver interventions. Utilizing a structured PS approach when exploring, defining, and prioritizing concerns helps the team make efficient use of time and increase the probability that the appropriate interventions are selected.

Problem-Solving Steps

• Response to Intervention
• Problem Identification
• Intervention Design
• Problem Analysis

Step 4
Step 1
Step 3
Step 2
Step 1: Problem Identification

Guiding Questions
Where are we?
Where do we want to go?
Is there a difference between the student’s performance and the goal?

The problem should be stated in objective, measurable, terms using direct measures of academics or behavior. The definition of the problem must focus on teachable skills (i.e. phoneme blending, letter/sound correspondence, etc.) that can be measured and changed through the process of research based instruction/intervention.

The goal is for students to meet benchmark (goal setting); consequently a problem exists when students are not attaining benchmarks. The first step in PS is to determine if there is a difference between the students’ measured/observed performance and goal or expectations. Expectations can be developed based on local norms, normative standards, criterion-based measures, peer performance, instructional standards, developmental standards, district or state assessments and/or teacher expectations.

It is also important to consider whether the identified problem exists for only one student, a small group of students, or a large group of students since this knowledge will lead to different types of interventions. For large group problems, changes in overall curriculum at the Tier 1 level of instruction may be necessary and PS is then conducted on a larger scale. On the other hand, if a problem is present for only one or very few students, then individual problem-solving will take place.
Step 2: Problem Analysis

Guiding Questions:
Why is the problem occurring?
Why are students not attaining benchmarks?

The goal of problem analysis is to answer the question, “Why is this problem occurring?” During this step, relevant information about the problem is gathered as to why student(s) are not attaining benchmarks.

Consider domains of influence in PS such as ICEL (Instruction, Curriculum, Environment, Learner.) Begin generating hypotheses for possible barriers. Collect data using RIOT (Review, Interview, Observe, Test) procedures for hypothesis validation.

Instruction: How we teach what is being taught.
Curriculum: What is being taught?
Environment: Context where learning is to occur.
Learner: Characteristics intrinsic to the individual in relation to the concern.

Gathering information may involve further examination of classroom products, information provided by the parents, observations in the instructional setting, focused assessments, or examination of data from other district or state assessments.
Step 3: Intervention Design

Guiding Questions:
What are we doing about the problem?
What is it about the interaction of the instruction, curriculum, learners, and learning environment that should be altered so that students can learn?

Intervention Design

The goal of the PS team is to develop a research-based instructional/intervention plan that matches the identified student(s) needs and has the most likelihood of success.

A good intervention plan:
• explicitly defines the skills to be taught;
• focuses on measurable objectives;
• defines who will complete various tasks, when and how;
• describes a plan for measuring and monitoring effectiveness of instructional efforts;
• reflects resources available.

Another fundamental component of the plan is data collection. This data should reflect how a student or a group of students is responding to the prescribed intervention. The PS team should determine how data collection (i.e. Ongoing Progress Monitoring-OPM) will occur, what measures will be used and how data will be analyzed and disseminated. Data review timelines should also be established.
**Step 4: Implementation and Response to Intervention**

**Guiding Questions**
- Is the intervention producing the desired results?
- Is the response positive, questionable or poor?
- Should adjustments be made to ensure integrity of the intervention?
- Should the intervention be increased by reducing group size, increasing amount of time and frequency or narrowing the focus of the intervention?

**Intervention Evaluation**

The PS process is not complete without evaluating the effectiveness of the intervention. The goal on this final stage is to answer the question: “Is the intervention working?” by reviewing the data collected (i.e. OPM). There are three possible outcomes.

A **positive response** is when the gap is closing and the student is making progress toward benchmark/goal. At this point, continue the intervention until the student reaches benchmark or discontinue if student has achieved functional independence.

A **questionable response** is when the student is not closing the gap but the gap is not widening either. In other words, it’s not worse or better. At this point, the first step should be to evaluate whether the intervention is being implemented as designed (fidelity). Teams should consider increasing the intensity of current intervention for a period of time to assess impact. If the rate of progress does not improve, return to PS. The intensity can be increased by reducing the size of the group, increasing the amount of time/frequency that the intervention is delivered or narrowing the focus of the intervention.
A **poor response** is when the gap widens and therefore the student falls further behind. At this point, the first step should be to evaluate whether the intervention is being implemented as designed (fidelity). If a poor response is not due to lack of fidelity, return to PS.

**Response to Intervention**

By plotting data points collected from on-going progress monitoring on a graph, trends in student performance can be visualized. The trajectory will reveal the type of response obtained.

The Problem Solving Process is a self-corrective, decision-making model focused on academic and/or behavioral intervention development and monitoring using frequently collected, measurable data on student performance.
Tiered Levels of Support
The Response-to-Intervention (RtI) Model is a school-wide initiative that allows for the utilization of resources for students in need of academic and/or behavioral support.
Rti Tiered Levels of Support

The RtI Model is a three-tiered system designed to meet the needs of ALL students. Curriculum based on the state standards and quality instruction is essential for student success.

Tier 1 School-Wide: Universal Core Curriculum

Tier 1 instruction includes high quality, research-based curricula and instructional strategies that support the district’s curriculum guidelines. Tier 1 provides core instruction for all students. Flexible grouping that targets specific skills are included so that the instructional goals of all students can be met.

The following occur at Tier 1:

- Deliver high quality research-based core curriculum to all students
- Screen ALL students three times per year.
- Measure ALL student progress against grade level benchmarks.
- Core curriculum should be effective with 80% of all students.
- Begin with whole class instructional strategies.
- Differentiate instruction as needed with flexible small groups and other differentiation strategies for application of skills and concept formations, re-teaching, enrichment, and/or additional practice.
- Core Instruction provides sufficient depth, breadth, and complexity to meet the needs of all students in the class.
- Fidelity of instruction
- Monitor and assess student progress.
Tier 2 – Targeted Intervention

Instructional Strategies and Intervention
Tier 2 includes individualized, targeted supports for students with more significant academic and/or behavior concerns or who have been identified as underachieving. If a student continues to demonstrate insufficient progress and the gap between the student’s achievement and expected achievement increases, a more intensive intervention plan can be put in place with the assistance of the problem-solving team through data-driven dialogue. Evidence-based instructional strategies and strengths based interventions in Tier 2 are developed based on the student’s specific learning and/or behavioral needs. Multiple school personnel can provide the interventions to the students, including the classroom teacher, intervention specialist, related service providers, or other staff.

Tier II interventions are to be implemented when screening indicates that a student is not making adequate gains from universal instruction alone. They are geared for students in general education classrooms who have not met benchmarks through whole class and differentiated instruction (approximately 10-15% of all students). These interventions are delivered in a small group setting, typically about five to seven students, and are designed to meet the specific needs of a student and his/her peers with similar needs. These interventions must be evidence-based.

The following occur at Tier 2:

- Strategic interventions take place in addition to Tier 1 classroom instruction.
- Strategic interventions do not replace classroom instruction but support classroom instruction by focusing on specific deficits.
- Strategic interventions should be conducted by qualified individuals in small groups (size as determined by the intervention publisher).
- Interventions are targeted to the identified area of need. Interventions are highly interactive (both oral and written). Skills are directly applied.
- Verify fidelity of intervention (attendance/delivery of intervention is documented).
- Progress monitoring occurs every other week, at least (monitoring of behavior may occur more frequently).
Tier 3 – Intensive Individualized Interventions

Instructional Strategies and Intervention
Tier 3 intensive supports are intended for students with significant and/or chronic deficits as well as for students with significant underachievement who require the most intensive services available in a school. Moving to a Tier 3 intervention is determined by the problem-solving team after several individualized interventions have resulted in limited progress, based on the achievement gap between the student’s progress and the expected benchmark. The interventions in Tier 3 are skill specific interventions that can be delivered by a variety of providers. The interventions increase in intensity and often require one-on-one or small group instruction (e.g., 1-3 students). The specific nature of the interventions is based on progress-monitoring data and/or diagnostic assessment information. Interventions are more likely to occur outside the general classroom than at the two previous levels. It may even require that students have a separate curriculum that is focused on accelerating learning. Therefore, Tier 3 curriculum and instruction (academic and/or behavior) serve many purposes:

- To provide interventions for students who have not responded adequately to one or more rounds of Tier 2 supplemental, targeted curriculum and instruction. This small percentage of students usually demonstrate more severe deficits and require curriculum and instruction that is more explicit, more intense, and specifically designed to meet individual needs.

- To provide enrichment and/or advancement in a specific area of study for individual students who have demonstrated exceptional knowledge and skills in a given course of study based on performance and assessment data or who have demonstrated an extraordinary capacity for learning.

- To provide training on student-specific learning needs such as self-control, social-emotional skills, anger control, etc.

Tier 3 interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need. These intensive, individualized interventions are for students in general education classrooms who are consistently falling below their goal line with whole class and strategic interventions (approximately 5-10% of students). Although the programs or strategies at Tier III may be similar to those offered at Tier 2, the intervention is classified as “intensive” if it is individualized to meet the needs of a particular student and the duration and/or intensity of the intervention is increased to accelerate student response. The following occur at Tier 3:

- Interventions are identified and specifically matched to student needs through a task analysis of the learning and/or behavioral problem.

- Interventions should be conducted by a highly qualified or trained professional in a small group (very small groups of students or one-on-one tutoring).

- Interventions should consist of no less than 15 – 30 additional minutes, 3 to 5 days per week, in addition to Tier 1 and Tier 2 interventions.
Tier 3 – Intensive Individualized Interventions (continued)

- Intervention should be highly interactive requiring high levels of student response (oral and written), incorrect responses are immediately corrected. Level of program should allow student to give correct responses 80% of the time.

- Intervention programs are highly structured or scripted.

- Progress monitoring occurs on a weekly basis (behavioral goals may be assessed daily).

- Ensure fidelity of the intervention (attendance/delivery of intervention is documented).
Problem-Solving/
Response to Intervention
PS/RtI Team
PS/RtI Problem Solving Team

PS/RtI teams must be composed of a variety of educational staff, including teachers, various specialists (Literacy Coach, Curriculum Resource Teacher (CRT), Social Worker, School Nurse, ESOL Teacher etc.) School Psychologist, administrators, and parents. The team membership should include individuals who have a diverse set of skills and expertise that can address a variety of behavioral and academic needs. The process should be collegial in that teachers are supported and encouraged throughout the process. There should be one individual identified as the facilitator and/or coordinator; who guides the process, ensures a supportive atmosphere, schedules meetings, and collects documentation forms. A recorder must be indentified to document meeting minutes, complete the plan, and summarize the plan at the end of the meeting. A time keeper should be designated for the team as well to monitor the meeting and remind the team of time limits. Additional team members may include the interventionist, and person responsible for progress monitoring.

The problem-solving process includes a structured format when analyzing possible reasons for a student’s academic or behavioral needs and planning interventions. The use of a structured problem-solving approach when exploring, defining and prioritizing a teacher’s concerns helps the team make efficient use of time and increases the probability that the right intervention is selected.

The team may include additional personnel when needed, based on concerns that the team maybe addressing. * ESE students with a previously identified disability may require support at different stages depending on the concerns being addressed with the student. In this instance, the ESE teacher will attend appropriate meetings addressing the student’s needs. (*See the ESE Manual for Admissions and Placement (MAP) for specific guidelines.)

Some schools may designate specific personnel as an interventionist or may be selected from a variety of personnel in the school. The interventionist provides interventions with fidelity and integrity. Also, key to the role is the communication on a regular basis with the classroom teacher as well as the RtI Coordinator. Interventionists should be adequately trained to provide the intervention selected, should have the resources including time and materials, and should be expected to implement the intervention with fidelity.

Although speech therapists, occupational therapists, physical therapists, hearing and vision teachers, etc. should be consulted when developing interventions in select cases, their role in providing the intervention as part of their case load should only be considered in the most significant cases and only with the specialist’s input and approval from the ESE Department.

“Effective intervention design is dependent on a comprehensive understanding of what students need to know, understand, and be able to do to become college and career ready.”
PS/RTI TEAM COMPOSITION

SITE-BASED ADMINISTRATOR(S)
- Facilitate implementation of RtI in school
- Attend PS/RtI Team Meetings to be active in the process
- Assign paraprofessionals to support implementation of RtI when needed
- Provide and coordinate provision of continuous professional development
- Conduct classroom Walk-Throughs to monitor fidelity of Core curriculum implementation

GUIDANCE COUNSELOR
- Often PS/RtI Team Coordinator/Facilitator
- Schedule and attend RtI Team Meetings
- Maintain Log of all students involved in the RtI process and report Tier 2 and 3 students in AS400
- Sends parent meeting invitations
- Complete necessary RtI Forms

GENERAL EDUCATION TEACHER
- Attend PS/RtI team meetings to collaborate on and monitor students who are struggling
- Provide Core instruction with fidelity
- Identify students not making adequate progress
- Collect and discuss Tier 1 data
- Implement and progress monitor interventions designed by PS/RtI team when specified
- Deliver instructional or behavioral interventions with fidelity

Specialists (Literacy Coach, Math Coach, Curriculum Resource Teacher, etc.)
- Attend RtI Team meetings as indicated by the problem or target area
- Train Teachers in interventions, progress monitoring, differentiated instruction
- Model Tier 2 & 3 academic interventions for teachers
- Assists in screening implementation
- Collect school data for team to use in determining at-risk students
- May serve as PS/RtI Team Coordinator/Facilitator

SCHOOL PSYCHOLOGIST (Required participant for Tier 3 Behavior intervention development)
- Support schools in developing PS/RtI teams
- Participate as a designated consultant
- Assist with data interpretation
- Assist with identification of intervention and progress monitoring
- Required for Tier 3 Problem-Solving process

SOCIAL WORKER
- Participate as a designated consultant upon request and depending on student needs

ESOL/ELL REPRESENTATIVE
- Attend all PS/RtI meetings for identified ELL students
- Provide input for ELL interventions at all Tiers

ESE PERSONNEL
- Staffing Specialist attendance required for Case Review meetings (See ESE Manual for Admissions and Placement (MAP) for specific guidelines).
- ESE Teacher with a student in RtI process for program change consideration
Initial Problem Solving/Response to Intervention Team Meeting Format

1. Introduction of Team Members (2 min)

2. Assess Referral Concern(s) (3-5 min)
   a. Teacher shares presenting problem(s)
      i. Anecdotal observation of student behavior
   b. Team, members review relevant background information, including academic behavioral, attendance, and medical history
   c. Team members share any additional concerns

3. Review Baseline and Previous Intervention Data (3-5 min)
   a. Teacher summarizes interventions implemented prior to PS/RtI Team meeting and results of Ongoing Progress Monitoring (OPM)
   b. Teacher presents baseline and (universal) intervention data for student and peer performance
   c. Teacher states expected behavior(s)

4. Review and/or Develop Academic and/or Behavioral Goals (5 min)
   a. Team members identify and define student skill deficit in easily observable and measurable terms
   b. Team members develop hypothesis statement
   c. Team validates hypothesis using ICEL/RIOT (may request assessment to validate)
   d. Team members set ambitious, but realistic and measurable goal(s) for improvement

5. Design an Intervention Plan (10-15 min)
   a. Teacher identifies strengths, and rewards or incentives that motivate the student
   b. Team members develop intervention(s) that addresses the identified skill deficit(s)
   c. Team members select a method or tool to monitor student progress
   d. Facilitator documents the intervention plan including sequence of intervention procedures, and where the intervention will be implemented, materials required, OPM tool to be used, frequency of OPM data collection, and educators responsible for intervention and OPM

6. Review Intervention Plan (3-5 min)
   a. Facilitator reviews specifics of documented intervention plan
   b. Team members determine who will contact student’s family to share the intervention plan details
   c. Facilitator schedules follow-up PS/RtI meeting with team members
Follow-Up Problem Solving/ Response to Intervention Meeting Format

1. Introductions (team members re-introduce themselves) (2 min)

2. Review (3-5 min)
   a. Facilitator briefly reviews initial PS/RtI meeting documentation
   b. Teacher presents any updated background information since initial meeting occurred

3. Evaluate Plan Effectiveness (10-15 min)
   a. Teacher presents results of OPM data following initial meeting
   b. Team members evaluate student rate of progress by comparing OPM data collected to the goals established during the initial PS/RtI meeting
   c. Team members determine if student progress toward closing the gap with grade-level peers is positive, questionable, or poor
   d. Teacher discusses implementation issues
   e. Team members ask any questions necessary to clarify information

4. Determine Future Course of Action (10-20 min)
   a. Determine if intervention should be continued, or if there is a need for instructional change

   b. If continuation of intervention strategy is decided by the team, facilitator schedules follow-up meeting with team members to review progress and determine the appropriateness of fading the intervention

   c. If instructional change is indicated, the team continues the problem-solving process and develops a new intervention plan and OPM method; facilitator schedules next follow-up meeting to review data

   d. Schedule Case Review meeting. Include all appropriate participants (ESE Staffing Specialist is be required)

   e. If ESE evaluation is deemed appropriate by the team, the guidance counselor completes referral packet (with input from teacher and parents, as necessary) and submits the packet to Psychological Services Department; Tier 3 intervention and OPM method are revised through continuation of the problem-solving process, and OPM is continued to guide instructional changes
Graphing Student Data

Why use graphs?

“That which is not regularly inspected-- decays.”
Why are graphic representations of a students’ RtI required?

Data demonstrating rate of progress and levels of performance in comparison with multiple subgroups are used to monitor student progress throughout a student’s education, in both general and special education programs. Graphic representations are a means of effectively presenting raw data to parents, students, and education professionals involved in problem identification, analysis, and intervention planning and they convey the degree to which a child responds to the interventions being provided. Fewer conflicts arise when all parties are able to fully understand the data regarding the school’s implementation of interventions and the student’s responses to these interventions over time. When the school makes instructional adjustments based on their child’s response to the interventions, parents are reassured that the school is taking active responsibility for meeting the student’s needs.

How frequently should a student’s progress be monitored?

Data collection should match the severity of the problem. In general, students receiving intensive, individual interventions (commonly described as tier 3 interventions) should be monitored weekly until enough data points are gathered to obtain a reliable trendline. In contrast, students receiving targeted interventions (commonly described as tier 2 interventions) may be monitored biweekly or even monthly.

How often should graphic representations of the student’s response to intervention be shared with parents?

Graphic representations of a student’s level of performance and rate of progress should be made available to parents each time the problem-solving team uses the data to make decisions.
Graphing Procedures for Progress Monitoring

1. Print **student’s name** in the space provided.

2. Print **student’s date of birth** in the space provided.

3. Indicate **student’s current grade** level in the space provided.

4. Check **RtI level** that matches the intervention for this graph.

   **NOTE:** Each intervention requires a new graph and only one level (i.e. RtI2 or RtI3) can be placed on each graph. Thus there may be several separate graphs for RtI 2 and several separate graphs for RtI 3. If the student requires RtI interventions in both academics and in behavior then there would be a graph for each level and area of academic intervention and each level and area of behavioral intervention.

5. Print **teacher’s name** in the space provided.

6. Print **school name** in the space provided.

7. **Target Area** - the area(s) identified through the RtI/Problem Solving Method as deficient and targeted for research/evidence-based intervention(s). This consists of two parts:

   - List the Focus Area, i.e.,
     - Reading=Phonemic Awareness (PA), Phonics (P), Fluency (F), Vocabulary (V), Comprehension (C) or Oral Expression (OE)
     - Math=Computation (Com), Concepts (CP), Number Sense (NS), Geometry (G), Measurement (M), Algebraic Thinking (AT), Data Analysis (DA)
     - Language= Phonological Processing, Listening Comprehension, , Social Interaction
     - Written Expression=Composition
     - Behavior=Incomplete work, inappropriate Language, Defiant, Disrespectful, Physical Aggression, Disruptive, Off-Task, Verbal Aggression, Attendance
   
   - List the more specific skill of the Focus Area that the intervention will address, i.e.,
     - Phonics-decoding, Phonics-spelling, Comprehension-decoding, Comprehension-vocabulary, Comprehension-self monitoring
     - Computation-multiplication facts; Number Sense-whole numbers, Number Sense-fractions, Number Sense-negative numbers

   **NOTE:** It is not enough to show that the intervention is working for the specific skill deficiency (i.e., decoding, spelling, multiplication facts); we must also demonstrate that the intervention success was transferred to the main focus area (i.e. phonics, vocabulary, computation). Therefore, additional grade level data must be reviewed to
assess the effects of the intervention on the broader academic area such as reading (e.g., decoding graphing and student’s overall reading progress).

8. **Assessment Instrument**-List the progress monitoring tool used to chart intervention progress and how often it is administered. (i.e. fluency probe-twice a week, cold read-weekly, TOWRE-monthly, FAIR-monthly, behavior chart, completion of work)

9. **Program/Strategy**-List the specific research based program or the specific evidence based strategy used to deliver the intervention. (i.e. Fast Forward, Read 180, FASTT Math, Earobics)

**NOTE:** Use of non-specific language such as “FCRR” or “Literacy First” interventions is not appropriate. The Research-Based Program/Strategy Resource Guide is an excellent tool for schools to use in the selection of a program or strategy.

10. **Setting** – be specific
   - RtI 2 reading interventions can be done inside or outside of the 90 minute reading block
   - RtI 3 reading interventions need to be done outside of the 90 minute reading block.

11. **Duration/Frequency**-
The number of minutes for each intervention/how many times per week it is delivered. Remember to base the duration and frequency upon the scientifically researched recommendations of the program or strategy as determined in problem-solving to ensure fidelity and integrity of the intervention.

12. **Hypothesis**
   (e.g. Susanna is unable to comprehend at 5th grade level because she is disfluent in 5th grade reading material. Brandon is unable to stay his seat because he lacks the self-monitoring skills necessary for self-control.)
   - The hypothesis needs to meet the following criteria
     o Do not focus on unalterable variables (e.g. parent participation)
     o Does the hypothesis match the target area/strategy/intervention that has been proposed to address the student’s need? (e.g. if it is a focusing issue then the intervention needs to address assistance with focus)
     o Does the collected knowledge from the RtI 2 hypothesis, data collection, strategy/intervention, and analysis drive the RtI 3 process?

13. **Date**
   - The original date should be completed with data/score from a specific assessment tool that can follow the student’s progress throughout the intervention.
   - At RtI 2, the ongoing progress monitoring assessment instrument should be given approximately every 20 instructional days of the intervention. (The assessment data point should be collected at equal intervals.) There are a minimum of 4 data points required at RtI 2.
   - At RtI 3, the assessment (ongoing progress monitoring) instrument needs to be given weekly. There are a minimum of 4 data points required at RtI 3. This is atypical and usually occurs when a parent requests an evaluation and the RtI intervention(s) takes place concurrently. Typically, an intervention is provided over several weeks in order to provide enough information for adequate decisions to be made regarding progress.
• **Important:** When considering a student for Exceptional Education services, data gathering must continue up to the point that a student is brought to staffing. Thus, progress monitoring should not stop if a referral is made to Student Services for further assessment. Data gathered after a referral is made to Student Services will be required at staffing.

**NOTE:** [For Specific Learning Disabled (SLD) only] If the referral is made based on a parent request for evaluation (i.e. concurrent evaluation) school-based RtI/Problem Solving teams must meet **before** the end of the 60 day-evaluation period (i.e. actual student attendance days) with the staffing specialist and parent to determine if they need to ask the parent for an extension of the 60 day evaluation period to gather more progress monitoring data (for SLD only). If an extension is not granted by the parent, it may be that the team would find the student ineligible because the student’s response to intervention has not been completed. RtI interventions would continue and an additional eligibility consideration meeting/staffing would need to be scheduled at the end of the extension period.

14. **Score/Percentage**
Enter the student’s score/percentage each time the assessment instrument is given. Data should be gathered at equal intervals. If data is not collected at the specified time interval, (e.g. student or teacher is absent) then be very aware of how that missing-information is placed into the data table on the graphing document.

When a student/teacher is not available for assessment at the specified time, then the date of which the data should have been gathered should be entered into the date column but the score/percentage column should be left blank. Your graph will show a missing data point which is acceptable. Do not place a zero in the graph as that will skew the graph inappropriately.

15. **Goal**

- Must be written in measurable terms (e.g. *The student will read a 5th grade-level passage with 90% accuracy by January.*)
- Goals can be a benchmark that would remain constant or goals can change as a student progresses throughout the school year. The goal mechanism can be changed to reflect either a stationary goal or an adjusted goal.
- **IMPORTANT:** Is the goal appropriate to the deficiency and does the goal relate to the targeted area? Is it a grade level goal or an interim goal?
- A beginning and ending goal must be entered in the Goal column.

16. **Analysis/Evaluation**

- When the data is reviewed, the analysis is the most integral step in the problem-solving process.
- Does your analysis of the collected knowledge relative to the RtI 2 or RtI 3 hypothesis, data collected, and strategy/intervention drive the decisions that are made by your team?
- Does the analysis match the data that has been graphed?
17. Decision Making

We should be looking at and attending to data all the time and thinking about what changes should or need to be made.

- It is important to collect enough data so the intervention is allowed to make a difference prior to making an intervention change.
- Behavioral intervention changes may be made quicker than academic.
- The general recommendation would be to collect at least six to eight data points.
- When a student’s performance falls below the goal line and shows no improvement for the most recent four consecutive data points, you should consider making an instructional change.
- After collecting six to eight data points, a student’s goal should be raised when he has four consecutive data points at or above the goal line.
- Optional trend-line rule can be applied after six to eight data points are collected.
  - Review trend of current performance and compare to the Goal Line.
    - If trend of student progress is steeper than the Goal Line, raise the goal.
    - If the trend of the student progress is less steep than the goal line, make an instructional change. Progress is too slow to close gap.
- If the four data points are both above and below the trend-line, continue collecting data until the four point rule can be applied.
- The data should be monitored by the individual that was designated by the Problem-Solving team as noted on the PS/RtI log.
- The RtI Coordinator should be notified so a follow-up meeting can be scheduled and the intervention readdressed.
## Data Resources

<table>
<thead>
<tr>
<th>Level of Support</th>
<th>Student Success Rates</th>
<th>Program Features</th>
<th>Components</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1</strong></td>
<td>All Students</td>
<td>- Core Instruction for all students that is research-based and high quality</td>
<td>- Differentiated Instruction</td>
<td>- AS400 Data Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Data informed instruction</td>
<td>- Lesson Study</td>
<td>- FIDO Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- FCIM</td>
<td>- Differentiated Accountability</td>
<td>- FAIR Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Positive Behavior Supports</td>
<td>- Benchmark Assessment</td>
<td>- FCAT Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- School-Based Problem Solving Teams</td>
<td>- End of Course Exams</td>
<td>- Absenteeism Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Data-Based Decision Making</td>
<td>- Office Discipline Referrals</td>
<td>- Out of School Suspensions.</td>
</tr>
<tr>
<td></td>
<td>At least 80% of student population responds to instruction</td>
<td></td>
<td>- Subject Failure Rates</td>
<td>- Subject Failure Rates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Teacher, student, family Surveys</td>
<td>- Teacher, student, family Surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- School Climate Surveys</td>
<td>- School Climate Surveys</td>
</tr>
</tbody>
</table>

| Tier 2           | Some Students         | - Targeted, supplemental supports that are based on data that indicates a small group of students have a need beyond core instruction in academics and/or behavior | - Students identified based on data review | - AS400 Data Reports |
|                  |                       | Interventions are targeted to specific supports | - Teacher referral | - FIDO Reports |
|                  |                       |                  | - Parent referral | - FAIR Assessments |
|                  |                       |                  | - Structured Problem-Solving Model | - FCAT Assessments |
|                  |                       |                  | - Progress Monitoring more frequent than Core | - Benchmark Assessment |
|                  | Approximately 15% of student population require additional instructional and/or behavioral support |                  | - Graphic representation of student progress | - End of Course Exams |
|                  |                       |                  | - School-Based Problem Solving Teams | - Absenteeism Reports |
|                  |                       |                  | - Behavior Education Plan | - Office Discipline Referrals |
|                  |                       |                  |                      | - Out of School Suspensions. |
|                  |                       |                  |                      | - Subject Failure Rates |
|                  |                       |                  |                      | - Read 180 |
|                  |                       |                  |                      | - Direct Observations |
|                  |                       |                  |                      | - Standardized Screening tools |
|                  |                       |                  |                      | - Daily Progress Reports |

| Tier 3           | Few Students          | - Intensive, individualized instruction based on an individual student’s needs for academic and/or behavior Interventions | - Students identified based on data review | - AS400 Data Reports |
|                  |                       |                      | - Teacher referral | - Read 180 |
|                  | Approximately 5 % of the student population requires additional support |                      | - Parent referral | - FIDO Reports |
|                  |                       |                      | - Structured Problem-Solving Model | - Behavior Rating Scales |
|                  |                       |                      | - Progress Monitoring more frequent than Core | - FAIR Assessments |
|                  |                       |                      | - Graphic representation of student progress | - Benchmark Assessment |
|                  |                       |                      | - School-Based Problem Solving Teams | - FCAT Assessments |
|                  |                       |                      | - Behavior Intervention Plan | - Absenteeism Report |
|                  |                       |                      |                      | - Office Discipline Referrals |
|                  |                       |                      |                      | - Out of School Suspensions. |
|                  |                       |                      |                      | - Subject Failure Rates |
|                  |                       |                      |                      | - Subject Failure Rates |
|                  |                       |                      |                      | - Office Discipline Referrals |
|                  |                       |                      |                      | - FUBA/BIP Processes |
|                  |                       |                      |                      | - End of Course Exams |
|                  |                       |                      |                      | - Absenteeism Report |
|                  |                       |                      |                      | - Subject Failure Rates |
|                  |                       |                      |                      | - Out of School Suspensions. |
|                  |                       |                      |                      | - Individual Measures of Student Outcome |
Parent Involvement
### Response to Intervention Involving and Reporting to Parents

Opportunities for parents to be involved in the process to address the student’s areas of concern must be made available. In addition, there must be discussion with the parent of the student’s responses to interventions, supporting data and potential adjustments to the interventions and of anticipated future action to address the student’s learning and/or behavioral areas of concern. Documentation of parental involvement and communication must be maintained.

This communication may occur through parent participation in PS/RtI team meetings, parent-teacher conferences, telephone calls, e-mail messages, notes home, or any other mode of communication. *Rule 6A-6.0331(1)(a).F.A.C.*

<table>
<thead>
<tr>
<th>Events</th>
<th>How to Involve Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of school year for all students</td>
<td>May send notice home to all parents referencing process in place to address needs of all students: could include conferences, additional specialized staff sensory screening activities, etc so parent know this system exists and do not think it automatically means an ESE referral.</td>
</tr>
<tr>
<td><strong>RtI Tier 1</strong> data collection:</td>
<td><strong>RtI Tier 1 data collection:</strong> FAIR, math and reading assessments, report cards, curriculum-based assessments and mini-assessments, FCAT reports; any universally administered standardized, reliable, and valid tests results. Notice parent through written notice or document; provide contact information if parent has questions or need clarification</td>
</tr>
<tr>
<td><strong>RtI Tier 1 &amp; RtI Tier 2:</strong> Individual student issues addressed</td>
<td><strong>RtI Tier 1 &amp; RtI Tier 2:</strong> Individual student issues addressed Conduct Parent/Teacher conference</td>
</tr>
<tr>
<td><strong>RtI Tier 2:</strong> Problem Solving Team meets to address problems of identified students, progress monitoring</td>
<td><strong>RtI Tier 2:</strong> Problem Solving Team meets to address problems of identified students, progress monitoring Invite parent to attend the meetings (Parent-school Partnership Meeting Invitation); solicit input in a formal manner if unable to attend (RtI Feedback to Parent).</td>
</tr>
<tr>
<td><strong>RtI Tier 2:</strong> Documentations of progress</td>
<td><strong>RtI Tier 2:</strong> Documentations of progress Continue to send home reports, data reviewed by team; involve parent in the intervention process (NOTE: If we are teaching in a different way or teaching a targeted skill, the parent should know about this and be guided in helping the student at home to the extent the parent is willing and able.)</td>
</tr>
<tr>
<td>- Graph of indicating progress in intervention</td>
<td></td>
</tr>
<tr>
<td>- Review hypothesis</td>
<td></td>
</tr>
<tr>
<td><strong>RtI Tier 3:</strong> Team meetings to review progress and make instructional decisions.</td>
<td><strong>RtI Tier 3:</strong> Team meetings to review progress and make instructional decisions. Invite parent to participate in meetings (Parent-school Partnership Meeting Invitation) and if in attendance will receive any of the data that is used by the team. If the parent is not in attendance, then provide a summary of the meeting in writing (RtI Feedback to Parent form).</td>
</tr>
<tr>
<td>- Continue to monitor progress</td>
<td></td>
</tr>
<tr>
<td>- Provide more intensive intervention</td>
<td></td>
</tr>
<tr>
<td>- Intervention meeting needs</td>
<td></td>
</tr>
<tr>
<td>- Return to previous Tier of support</td>
<td></td>
</tr>
<tr>
<td>- Intervention not meeting needs</td>
<td></td>
</tr>
<tr>
<td><strong>Case Review:</strong> Decisions that result in the consideration of more intensive service</td>
<td><strong>Case Review:</strong> Decisions that result in the consideration of more intensive service Send form letter home; obtain parent consent for individual evaluation; conduct follow-up call to address parent questions.</td>
</tr>
</tbody>
</table>
WHAT DO I DO IF I BELIEVE MY CHILD IS STRUGGLING?

- Talk with your child’s teacher.
- Review and discuss homework assignments.
- Ask for regular progress monitoring reports.
- Celebrate your child’s successes.

- Learn more about the curriculum, assessments, and interventions being used in your child’s school.
- Participate in conferences and other meetings about your child.
- Make a list of specific questions to ask during conferences (e.g., What is working? What is not working? What additional supports may be needed?).

For further information contact your School Principal or the Curriculum Department at (352)253-6986.
WHAT IS RESPONSE to INTERVENTION?

As a parent, you want to see your child excel, and it can be very frustrating if a child falls behind in reading, math, writing, or other subjects, or if the child has difficulty getting along with others or making appropriate choices.

Response to Intervention (RtI) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. Visit http://www.florida-rti.org/ for more information.

What can I expect with RtI?

- You will be informed and invited to be involved in planning and providing interventions for your child.
- You will see levels of support (academic and/or behavioral) that increase or decrease in intensity depending on your child’s needs.
- You will receive frequent progress monitoring about how your child responds to the intervention provided.

WHAT DOES RtI LOOK LIKE?

The RtI process has three tiers that build upon one another. Each tier provides more intensive levels of support:

- Tier I includes high quality instruction. The school provides high quality instruction and intervention in academic and behavior supports at the core or universal level to meet the needs of all students in the school.
- Tier II includes additional targeted, supplemental instruction/interventions. The school provides interventions to some students who need more support than they are receiving through Tier I.
- Tier III includes intensive interventions. The school develops and implements intensive interventions to meet the individual needs of a few students. Your child’s progress is monitored and results are used to make decisions about additional instruction and intervention.

RtI Includes:

1. High quality, research/evidence-based instructional and behavioral supports in general education
2. School-wide screening to determine which students need closer monitoring or additional interventions
3. Multiple tiers of increasingly intense, research and/or evidenced-based interventions matched to the needs of students
4. Use of collaborative problem solving to develop, implement, and monitor interventions
5. Continuous monitoring of student progress to determine if instruction/interventions are effective in meeting the needs of students
6. Follow-up to ensure that the instruction/interventions were implemented as planned
7. Active parent involvement throughout the process of pursuing solutions that lead to increased success
8. After intensive intervention at both Tier II and Tier III over an extended span of time, other options will be explored with your input.

HOW CAN I BE INVOLVED IN RtI?

Parents play a critical role in supporting what their children are learning in school. The more parents are involved in student learning, the higher the student achievement. Ask questions to learn more about this process:

- Is my child successful? If not, what additional instruction/interventions will my child receive?
- What types of programs are used in my child’s classroom (e.g., instructional programs, intervention supports, etc.)?
- How will additional assistance be provided? By whom? How often? For how long?
- How will I know if my child is making progress? How will I know if my child is making sufficient progress?
- What will the school do if my child is not improving?
- What can I do to help my child?

Ask your child’s teacher, guidance counselor, or principal for more information about how you can be involved in the RtI process.
Appendices

Appendix A
Procedural Checklists

Appendix B
ICEL/RIOT Matrix

Appendix C
Forms Checklist

Appendix D
Parent Conference Form

Appendix E
Observation Forms

Appendix F
Problem-Solving Forms

Appendix G
Fidelity Forms

Appendix H
Analysis Report (Required for Case Review)

Appendix I
Sample Teacher Referral Forms
Appendix – A

Procedural Checklists

Tier 1 Review/Consideration of Tier 2 – Procedural Checklist

Tier 2/Consideration of Tier 3 Review – Procedural Checklist

Tier 3 Review – Procedural Checklist
### Tier 1/Consideration of Tier 2 – Procedural Checklist

#### 1 Problem Identification

<table>
<thead>
<tr>
<th>Referral to PS/RtI Team</th>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher shares presenting problem</td>
<td>- What area(s) is student struggling in?</td>
<td>- Teacher Referral Form - To be completed by the classroom teacher before the meeting &amp; submitted to the RtI Coordinator.</td>
</tr>
<tr>
<td>- Summarizes interventions implemented prior to referral to RtI Team</td>
<td>- Is the student’s performance significantly below that of grade-level peers?</td>
<td>- Anecdotal Observation Record (MIS 61A014) -</td>
</tr>
<tr>
<td>- Identified expected levels of performance</td>
<td>- How can student improve academic or behavioral levels?</td>
<td></td>
</tr>
<tr>
<td>- Identified replacement behavior</td>
<td>- What is the benchmark/expected level of performance?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data collected and reviewed to determine:</th>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Current level of performance</td>
<td>- Has student been retained before? Indicate actual grade levels in which student was retained.</td>
<td>- Tier 1 Review/Consideration of Tier 2 (MIS 63D016) – See Code of Student Conduct for definition of excessive absences.</td>
</tr>
<tr>
<td>- Expected level of performance</td>
<td>- Does student have excessive absences, ADHD, chronic illness, numerous office referrals, etc.? If these situations are of concern team needs to address actions as part of plan for student.</td>
<td></td>
</tr>
<tr>
<td>- Current level of peer performance</td>
<td>- Is there a significant gap between the student’s performance and peer performance and/or subgroups?</td>
<td></td>
</tr>
<tr>
<td>- Core Curriculum is provided with well-delivered, scientific, researched-based core instruction?</td>
<td>- Standard Protocol Interventions- pre-determined, research-based interventions. ≥70% of students successful in intervention (e.g. Read 180, SIPPS, etc.).</td>
<td></td>
</tr>
<tr>
<td>- The decision to provide additional support is based on a review of all pertinent data.</td>
<td>- Identify students needing additional support out of Standard protocol group, and implement interventions</td>
<td></td>
</tr>
</tbody>
</table>

#### 2 Problem Analysis

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Define and record target area of deficit in observable and measurable terms</td>
<td>- Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>- Gather information in domains of Instruction, Curriculum, Environment and the learner (ICEL)</td>
<td>- Problem-Solving Team Log (MIS 63D005 Draft Revision)</td>
</tr>
<tr>
<td>- Develop Hypothesis Statement: reason why the replacement behavior isn’t occurring.</td>
<td>- Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What is the replacement behavior or target skill? (measurable, observable, reportable)</td>
<td>- Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>(Mary is non-compliant because she does not have the skills to complete the work successfully.)</td>
<td>- Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>- What are the most likely reasons this problem is occurring?</td>
<td></td>
</tr>
<tr>
<td>- Student does not have the skill to perform the task.</td>
<td></td>
</tr>
<tr>
<td>- Student does perform the task at a lower level.</td>
<td></td>
</tr>
</tbody>
</table>
## Tier 1/Consideration of Tier 2 – Procedural Checklist

### Problem Analysis - Continued

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop a prediction statement (Used to develop assessment questions to valid hypothesis.)</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Validate Hypothesis: Develop assessment question(s) and select assessment procedures to confirm or reject hypothesis. through use of Review, Interviews, Observations, and Tests (RIOT).</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Use if/then or when/then format to develop statement. <em>(If John improves his addition and subtraction skill he will be more successful in long division, then the problem will be reduced.)</em></td>
<td>• ICEL/RIOT</td>
</tr>
<tr>
<td>• Is the hypothesis valid?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>o Was an assessment question developed to validate the hypothesis? <em>Is John’s fluency rate too low for adequate comprehension?</em></td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>o Is additional assessment needed to validate hypothesis?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>o Was assessment conducted and link confirmed hypothesis to intervention?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>o If no, readdress hypothesis statement</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
</tbody>
</table>

### Intervention Design

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify student’s strengths, and rewards that motivate the student.</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Develop intervention in areas in which data were available and hypothesis was validated.</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Should time be increased for an existing intervention?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Should group size be decreased for an existing intervention?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Is intervention evidenced-based?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Does the intervention need to be changed to align with hypothesis?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Intervention is designed to adjust what is being taught and/or how it is taught</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Define explicitly skills that will be targeted and strategies to be used.</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>o Evidence-based</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>o Delivered with integrity (as intended by team)</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Intervention should match the student’s instructional needs.</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Determine who will be responsible for implementing the plan</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Who will be responsible for implementing the intervention?</td>
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<td>• Who will be responsible for supporting the intervention?</td>
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</tr>
<tr>
<td>• Who will be responsible for assessing the integrity of the intervention, and monitoring the effectiveness (student performance) of the intervention?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Determine where, when, frequency, length of time and materials for the intervention</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• What is the expected level of performance?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• When will the intervention begin?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Develop a decision-making plan.</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• How often will data be collected?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• What is the decision rule for number of data points collected?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• What is the measurement (assessment) plan to progress monitor intervention?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• How will the response to intervention be measured and how often?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>o Weekly, every other week, daily</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Develop a support plan.</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Who will support the plan and provide input to personnel providing the intervention?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Develop a decision-making plan.</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
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<tr>
<td>• What is the decision rule for number of data points collected?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• Follow-Up Meeting</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
<tr>
<td>• When will we meet again?</td>
<td>• Problem-Solving Team Log (MIS 63D005 DRAFT Revision)</td>
</tr>
</tbody>
</table>
NOTE: These steps will occur at a follow-up meeting, which will be predetermined by the PS/RtI Team

| Tier 1/Consideration of Tier 2-Procedural Checklist | Page 3 |

<table>
<thead>
<tr>
<th>4 Response to Intervention</th>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Determine if plan is or isn’t working. Review progress monitoring data. Review documentation of implementation of intervention plan: | - Has rate improved?  
- Has goal been met?  
- Does intervention duration, frequency, or group size need to change?  
- Is intervention targeting the right skill?  
- Is correct assessment tool used for progress monitoring?  
- Does intervention need to change? | - Progress Monitoring graph(s) (MIS 630004) |
| - Positive  
- Gap is closing  
  - Student will reach goal |  |  |
| - Questionable  
  - Rate gap is closing is widening, slows  
  - Gap stops widening, but closer does not occur |  |  |
| - Negative  
  - Gap continues to widen, no change in rate |  |  |

<table>
<thead>
<tr>
<th>Decision Guidelines</th>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Positive | - Continue intervention  
- Continue intervention with goal increased  
- Gradually fade intervention | - Progress Monitoring graph(s) (MIS 630004) |
| Questionable | - Determine if intervention was implemented as intended  
- If no, employ new strategies to increase integrity  
- If yes, increase intensity of current intervention for a short time and assess impact | - Progress Monitoring graph(s) (MIS 630004) |
| Negative | - Was intervention implemented as intended?  
  - If no, employ strategies to increase implementation integrity  
  - If yes,  
    - Is intervention aligned with the verified hypothesis?  
    - Review Intervention Design  
  - Are there other hypotheses to consider?  
  - Was the problem identified correctly?  
  - Problem Identification | - Progress Monitoring graph(s) (MIS 630004) |
| Action | - Develop a new intervention  
- Make adjustments to the intervention design  
- Continue with Tier 2 Review/Consideration of Tier 3  
- Schedule meeting to Design Tier 3 Interventions  
- Continue current intervention(s) | - PS/RtI Team Meeting Follow-Up Log (New MIS DRAFT) |
### Problem Identification

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PS/RtI team reviews student’s performance</td>
<td>• Review all previously collected data in Tier 1 and 2</td>
</tr>
</tbody>
</table>
| • Review any updated group universal screening data. (FAIR, LBA, class performance, grades, office discipline referrals, suspension) | • Has student made gains or is student continuing to fall behind?  
  • What are student’s current grades?  
  • What has changed academically or behaviorally during the implementation of the Tier 2 intervention?  
  • Were at least four data points collected (minimal data? This usually occurs when a parent requests an evaluation.) |
| • Review Hypothesis | Tier 2 Review/Consideration of Tier 3 (MIS 63D017)  
PS/RtI Team Follow-Up Log (MIS DRAFT New) |
| • Review previous intervention Fidelity | • Does the hypothesis address the area of deficit?  
  • Was it validated?  
  • Is additional assessment needed to validate hypothesis?  
  • Was data previously collected to confirm or reject the hypothesis?  
  • Was the replacement behavior clearly stated in measurable, observable and reportable terms? |
| • Parent Involvement | Fidelity Form (Draft)  
Monthly Fidelity Form or Weekly Fidelity Form |

### Problem Analysis

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Documentation</th>
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</thead>
</table>
| Review previously identified target area of deficit. | • What is the replacement behavior or target skill? (measurable, observable, reportable)  
  • Do we have enough information to complete the Problem Analysis? |
| Review and edit or compose a new hypothesis | PS/RtI Team Follow-Up Log (MIS DRAFT New)  
Validation of Hypothesis (63D025)  
Parent Feedback Summary (63D024) |
| Review and edit prediction statement | • What are the most likely reasons this problem is occurring?  
  • Does a new hypothesis need to be developed |
| Validate hypothesis | • Gather information in domains of instruction, curriculum. Environment and the learner (ICEL) through use of review, interviews, observations, and tests (RIOT). |

### Intervention Design

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Documentation</th>
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</thead>
</table>
| Review Tier 2 Intervention(s) | • Were a sufficient number of data points collected?  
  • Goal was clearly related to benchmarks?  
  • Interventions were developed in areas for which data was available.  
  • Frequency, focus and dates of progress monitoring were documented. |
| Develop intervention in areas in which data were available and hypothesis was validated. | • Intervention is designed to adjust what is being taught and /or how it is taught.  
  • What evidence-based intervention needs to be provided? |
| Determine who will be responsible for implementing the plan | • Who will be responsible for implementing the intervention?  
  • Who will be responsible for supporting the intervention?  
  • Who will be responsible for assessing the integrity of the intervention, and monitoring the effectiveness (student performance) of the intervention?  
  • Determine where, when, frequency, length of time and materials for the intervention |
NOTE: These steps will occur at a follow-up meeting, which will be predetermined by the PS/RtI Team

<table>
<thead>
<tr>
<th>4 Response to Intervention</th>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Determine if plan is or isn’t working. Review progress monitoring data. Review documentation of implementation of intervention plan:  
  - Positive  
  - Gap is closing  
    - Student will reach goal  
  - Questionable  
    - Rate gap is closing is widening, slows  
    - Gap stops widening, but closer does not occur  
  - Negative  
    - Gap continues to widen, no change in rate |  
  - Has rate improved?  
  - Has goal been met?  
  - Does intervention durations, frequency, or group size need to change?  
  - Is intervention targeting the right skill?  
  - Is correct assessment tool used for progress monitoring?  
  - Does intervention need to change? | Progress Monitoring graph(s) (MIS 63D004) |

<table>
<thead>
<tr>
<th>Decision Guidelines</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td></td>
</tr>
</tbody>
</table>
  - Continue intervention  
  - Continue intervention with goal increased  
  - Gradually fade intervention | Progress Monitoring graph(s) (MIS 63D004) |

| Questionable |  
  - Determine if intervention was implemented as intended  
  - If no, employ new strategies to increase integrity  
  - If yes, increase intensity of current intervention for a short time and assess impact | Progress Monitoring graph(s) (MIS 63D004) |

| Negative |  
  - Was intervention implemented as intended?  
    - If no, employ strategies to increase implementation integrity  
    - If yes,  
      - Is intervention aligned with the verified hypothesis?  
      - Review Intervention Design  
    - Are there other hypotheses to consider?  
      - Return to Problem Analysis  
    - Was the problem identified correctly?  
      - Problem Identification | Progress Monitoring graph(s) (MIS 63D004) |

| Action |  
  - Develop a new intervention  
  - Make adjustments to the intervention design  
  - Continue with Tier 2 Review/Consideration of Tier 3  
  - Schedule Case Review to determine need for extensive intervention and possible ESE program evaluation | PS/RtI Team Follow-Up Log (MIS DRAFT New) |
## Tier 3 Review – Procedural Checklist

<table>
<thead>
<tr>
<th>1 Problem Identification</th>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PS/RtI team reviews student’s performance</td>
<td>• Review all previously collected data in Tier 1 and 2</td>
<td>Tier 2 Review/Consideration of Tier 3 (MIS 63D017)</td>
</tr>
<tr>
<td>• Review any updated group universal screening data. (FAIR, LBA, class performance, grades, office discipline referrals, suspension)</td>
<td>• Has student made gains or is student continuing to fall behind? • What are student’s current grades? • What has changed academically or behaviorally during the implementation of the Tier 2 intervention? • Were at least four data points collected (minimal data? This usually occurs when a parent requests an evaluation.</td>
<td>PS/RtI Team Follow-Up Log (MIS DRAFT New)</td>
</tr>
<tr>
<td>• Review Hypothesis</td>
<td>• Does the hypothesis address the area of deficit? • Was it validated? • Is additional assessment needed to validate hypothesis? • Was data collected to confirm or reject the hypothesis? • Was the replacement behavior clearly stated in measurable, observable and reportable terms.</td>
<td>PS/RtI Team Follow-Up Log (MIS DRAFT New)</td>
</tr>
<tr>
<td>• Review previous intervention Fidelity</td>
<td>• Was intervention provided as designed? • Was fidelity and integrity of the intervention achieved?</td>
<td>Fidelity Form (Draft) Monthly or Weekly</td>
</tr>
<tr>
<td>• Parent Involvement</td>
<td>• Did parent receive PS/RtI Meeting Invitation? • If parent was not in attendance, meeting follow-up letter sent to parent</td>
<td>Meeting Invitation (63D025) Parent Feedback Summary (63D024)</td>
</tr>
</tbody>
</table>

### 2 Problem Analysis (If determined a need based on review of student’s Tier 2 progress.)

<table>
<thead>
<tr>
<th>Guiding Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Review previously identified target area of deficit.</td>
<td>• What is the replacement behavior or target skill? (measurable, observable, reportable) • Do we have enough information to complete the Problem Analysis?</td>
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<tr>
<td>Review and edit or compose a new hypothesis</td>
<td>• What are the most likely reasons this problem is occurring? • Does a new hypothesis need to be developed?</td>
</tr>
<tr>
<td>Review and edit prediction statement</td>
<td>• Is the prediction statement targeting the problem area?</td>
</tr>
<tr>
<td>Validate hypothesis</td>
<td>• Gather information in domains of instruction, curriculum, Environment and the learner (ICEL) through use of review, interviews, observations, and tests (RIOT).</td>
</tr>
</tbody>
</table>

### 3 Intervention Design

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Tier 2 Intervention(s)</td>
<td>• Were a sufficient number of data points collected? • Goal was clearly related to benchmarks? • Interventions were developed in areas for which data was available. • Frequency, focus and dates of progress monitoring were documented.</td>
</tr>
<tr>
<td>Develop intervention in areas in which data were available and hypothesis was validated.</td>
<td>• Intervention is designed to adjust what is being taught and/or how it is taught. • What evidence-based intervention needs to be provided?</td>
</tr>
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<td>Determine who will be responsible for implementing the plan</td>
<td>• Who will be responsible for implementing the intervention? • Who will be responsible for supporting the intervention? • Who will be responsible for assessing the integrity of the intervention, and monitoring the effectiveness (student performance) of the intervention? • Determine where, when, frequency, length of time and materials for the intervention</td>
</tr>
</tbody>
</table>
### Response to Intervention

<table>
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<th>Guiding Questions</th>
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<tbody>
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<td>Determine if plan is or isn’t working. Review progress monitoring data. Review documentation of implementation of intervention plan:</td>
</tr>
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<td>• Positive</td>
</tr>
<tr>
<td>• Gap is closing</td>
</tr>
<tr>
<td>o Student will reach goal</td>
</tr>
<tr>
<td>• Questionable</td>
</tr>
<tr>
<td>o Rate gap is closing is widening, slows</td>
</tr>
<tr>
<td>o Gap stops widening, but closer does not occur</td>
</tr>
<tr>
<td>• Negative</td>
</tr>
<tr>
<td>o Gap continues to widen, no change in rate</td>
</tr>
<tr>
<td>• Has rate improved?</td>
</tr>
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<td>• Has goal been met?</td>
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<td>• Does intervention durations, frequency, or group size need to change?</td>
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<td>• Is intervention targeting the right skill?</td>
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<td>• Is correct assessment tool used for progress monitoring?</td>
</tr>
<tr>
<td>• Does intervention need to change?</td>
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</table>

### Decision Guidelines

<table>
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<tr>
<th>Guiding Questions</th>
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</thead>
<tbody>
<tr>
<td>Positive</td>
</tr>
<tr>
<td>• Continue intervention</td>
</tr>
<tr>
<td>• Continue intervention with goal increased</td>
</tr>
<tr>
<td>• Gradually fade intervention</td>
</tr>
<tr>
<td>Questionable</td>
</tr>
<tr>
<td>• Determine if intervention was implemented as intended</td>
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<tr>
<td>• If no, employ new strategies to increase integrity</td>
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<td>• If yes, increase intensity of current intervention for a short time and assess impact</td>
</tr>
<tr>
<td>Negative</td>
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<tr>
<td>• Was intervention implemented as intended?</td>
</tr>
<tr>
<td>o If no, employ strategies to increase implementation integrity</td>
</tr>
<tr>
<td>o If yes,</td>
</tr>
<tr>
<td>▪ Is intervention aligned with the verified hypothesis?</td>
</tr>
<tr>
<td>o Review Intervention Design</td>
</tr>
<tr>
<td>• Are there other hypotheses to consider?</td>
</tr>
<tr>
<td>o Return to Problem Analysis</td>
</tr>
<tr>
<td>• Was the problem identified correctly?</td>
</tr>
<tr>
<td>o Problem Identification</td>
</tr>
<tr>
<td>Action</td>
</tr>
<tr>
<td>• Develop a new intervention</td>
</tr>
<tr>
<td>• Make adjustments to the intervention design</td>
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<tr>
<td>• Continue Tier 3 Intervention</td>
</tr>
<tr>
<td>• Schedule Case Review to determine need for extensive intervention and possible ESE program evaluation</td>
</tr>
</tbody>
</table>

### Documentation

- Progress Monitoring graph(s) (MIS 63D004)
- PS/RtI Team Follow-Up Log (MIS DRAFT New)
Appendix B

ICEL/RIOT Charts
The ICEL/RIOT Matrix: Organizing Data to Answer Questions About Student Academic Performance & Behavior, by Jim Wright (www.interventioncentral.org)

When a student displays serious academic or behavioral deficits, the Response to Intervention model adopts an inductive approach that begins with educators collecting a range of information to better analyze and understand the student’s intervention needs (Fuchs, Fuchs & Compton, 2010).

However, this investigative RTI problem-solving approach can be compromised at the outset in several ways (Hosp, 2008). For example, educators may draw from too few sources when pulling together information about the presenting problem(s)—e.g., relying primarily on interviews with one classroom teacher—which can bias the findings. Also, educators may not consider the full range of possible explanations for the student’s academic or behavioral problems—such as instructional factors or skill deficits—and thus fail to collect information that would confirm or rule out those competing hypotheses. And finally, educators may simply not realize when they have reached the ‘saturation point’ in data collection (Hosp, 2008) when stockpiling still more data will not significantly improve the understanding of the student problem.

One tool that can assist schools in their quest to sample information from a broad range of sources and to investigate all likely explanations for student academic or behavioral problems is the ICEL/RIOT matrix. This matrix helps schools to work efficiently and quickly to decide what relevant information to collect on student academic performance and behavior—and also how to organize that information to identify probable reasons why the student is not experiencing academic or behavioral success.

The ICEL/RIOT matrix is not itself a data collection instrument. Instead, it is an organizing framework, or heuristic, that increases schools’ confidence both in the quality of the data that they collect and the findings that emerge from the data (Hosp, 2006, May). The top horizontal row of the ICEL/RIOT table includes four potential sources of student information: Review, Interview, Observation, and Test (RIOT). Schools should attempt to collect information from a range of sources to control for potential bias from any one source.

The leftmost vertical column of the ICEL/RIOT table includes four key domains of learning to be assessed: Instruction, Curriculum, Environment, and Learner (ICEL). A common mistake that schools often make is to assume that student learning problems exist primarily in the learner and to underestimate the degree to which teacher instructional strategies, curriculum demands, and environmental influences impact the learner’s academic performance. The ICEL elements ensure that a full range of relevant explanations for student problems are examined.

Select Multiple Sources of Information: RIOT. The elements that make up the top horizontal row of the ICEL/RIOT table (Review, Interview, Observation, and Test) are defined as follows:

- **Review.** This category consists of past or present records collected on the student. Obvious examples include report cards, office disciplinary referral data, state test results, and attendance records. Less obvious examples include student work samples, physical products of teacher interventions (e.g., a sticker chart used to reward positive student behaviors), and
emails sent by a teacher to a parent detailing concerns about a student’s study and organizational skills.

- **Interview.** Interviews can be conducted face-to-face, via telephone, or even through email correspondence. Interviews can also be structured (that is, using a pre-determined series of questions) or follow an open-ended format, with questions guided by information supplied by the respondent. Interview targets can include those teachers, paraprofessionals, administrators, and support staff in the school setting who have worked with or had interactions with the student in the present or past. Prospective interview candidates can also consist of parents and other relatives of the student as well as the student himself or herself.

- **Observation.** Direct observation of the student’s academic skills, study and organizational strategies, degree of attentional focus, and general conduct can be a useful channel of information. Observations can be more structured (e.g., tallying the frequency of call-outs or calculating the percentage of on-task intervals during a class period) or less structured (e.g., observing a student and writing a running narrative of the observed events). Obvious examples of observation include a teacher keeping a frequency count of the times that she redirects an inattentive student to task during a class period and a school psychologist observing the number of intervals that a student talks with peers during independent seatwork. Less obvious examples of observation include having a student periodically rate her own academic engagement on a 3-point scale (self-evaluation) and encouraging a parent to send school narrative observations of her son’s typical routine for completing homework.

- **Test.** Testing can be thought of as a structured and standardized observation of the student that is intended to test certain hypotheses about why the student might be struggling and what school supports would logically benefit the student (Christ, 2008). Obvious examples of testing include a curriculum-based measurement Oral Reading Fluency probe administered to determine a student’s accuracy and fluency when reading grade-level texts and a state English Language Arts test that evaluates students’ mastery of state literacy standards. A less obvious example of testing might be a teacher who teases out information about the student’s skills and motivation on an academic task by having that student complete two equivalent timed worksheets under identical conditions—except that the student is offered an incentive for improved performance on the second worksheet but not on the first (‘Can’t Do/Won’t Do Assessment’). Another less obvious example of testing might be a student who has developed the capacity to take chapter pre-tests in her math book, to self-grade the test, and to write down questions and areas of confusion revealed by that test for later review with the math instructor.

**Investigate Multiple Factors Affecting Student Learning: ICEL.** The elements that compose the leftmost vertical column of the ICEL/RIOT table (Instruction, Curriculum, Environment, and Learner) are described below:

**Instruction.** The purpose of investigating the ‘instruction’ domain is to uncover any instructional practices that either help the student to learn more effectively or interfere with that student’s learning. More obvious instructional questions to investigate would be whether specific teaching
strategies for activating prior knowledge better prepare the student to master new information or whether a student benefits optimally from the large-group lecture format that is often used in a classroom. A less obvious example of an instructional question would be whether a particular student learns better through teacher-delivered or self-directed, computer-administered instruction.

- **Curriculum.** ‘Curriculum’ represents the full set of academic skills that a student is expected to have mastered in a specific academic area at a given point in time. To adequately evaluate a student’s acquisition of academic skills, of course, the educator must (1) know the school’s curriculum (and related state academic performance standards), (2) be able to inventory the specific academic skills that the student currently possesses, and then (3) identify gaps between curriculum expectations and actual student skills. (This process of uncovering student academic skill gaps is sometimes referred to as ‘instructional’ or ‘analytic’ assessment.) More obvious examples of curriculum questions include checking whether a student knows how to computer a multiplication problem with double-digit terms and regrouping or whether that student knows key facts about the Civil War. A less obvious curriculum-related question might be whether a student possesses the full range of essential academic vocabulary (e.g., terms such as ‘hypothesis’) required for success in the grade 10 curriculum.

- **Environment.** The ‘environment’ includes any factors in students’ school, community, or home surroundings that can directly enable their academic success or hinder that success. Obvious questions about environmental factors that impact learning include whether a student’s educational performance is better or worse in the presence of certain peers and whether having additional adult supervision during a study hall results in higher student work productivity. Less obvious questions about the learning environment include whether a student has a setting at home that is conducive to completing homework or whether chaotic hallway conditions are delaying that student’s transitioning between classes and therefore reducing available learning time.

- **Learner.** While the student is at the center of any questions of instruction, curriculum, and [learning] environment, the ‘learner’ domain includes those qualities of the student that represent their unique capacities and traits. More obvious examples of questions that relate to the learner include investigating whether a student has stable and high rates of inattention across different classrooms or evaluating the efficiency of a student’s study habits and test-taking skills. A less obvious example of a question that relates to the learner is whether a student harbors a low sense of self-efficacy in mathematics that is interfering with that learner’s willingness to put appropriate effort into math courses.

**Integrating the ICEL/RIOT Matrix into a Building’s Problem-Solving.** The power of the ICEL/RIOT matrix lies in its use as a cognitive strategy, one that helps educators to verify that they have asked the right questions and sampled from a sufficiently broad range of data sources to increase the probability that they will correctly understand the student’s presenting concern(s). Viewed in this way, the matrix is not a rigid approach but rather serves as a flexible heuristic for exploratory problem-solving.

At the very least, RTI consultants should find that the ICEL/RIOT matrix serves as a helpful mental framework to guide their problem-solving efforts. And as teachers over time become more familiar
with the RTI model, they also might be trained to use the ICEL/RIOT framework as they analyze student problems in their classrooms and prepare Tier 1 interventions.

References


**Problem Analysis (ICEL/RIOT)**

Student Name ______________________________________      Date Completed __________________
Grade _______      Teacher ___________________________________________________________

Hypotheses __________________________________________________________________________
_____________________________________________________________________________

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Identify all relevant data to support or refute the hypothesis developed by the Problem-Solving-Response to Intervention Team (PS/RtI).

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<thead>
<tr>
<th></th>
<th>R</th>
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<th>O</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong> Instruction</td>
<td>Review</td>
<td>Interview</td>
<td>Observe</td>
<td>Test</td>
</tr>
<tr>
<td>(Which instructional practices are effective or ineffective with the student’s learning?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> Curriculum</td>
<td>Review</td>
<td>Interview</td>
<td>Observe</td>
<td>Test</td>
</tr>
<tr>
<td>(The skills that a student is expected to have at a given point in time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E</strong> Environment</td>
<td>Review</td>
<td>Interview</td>
<td>Observe</td>
<td>Test</td>
</tr>
<tr>
<td>(School, Home, and Community)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L</strong> Learner</td>
<td>Review</td>
<td>Interview</td>
<td>Observe</td>
<td>Test</td>
</tr>
<tr>
<td>(Qualities and traits of the student)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Instruction</td>
<td>R Review</td>
<td>I Interview</td>
<td>O Observe</td>
<td>T Test</td>
</tr>
<tr>
<td>---------------</td>
<td>----------</td>
<td>-------------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>Permanent products, e.g., written pieces, tests, worksheets projects</td>
<td>Teachers’ thoughts about their use of effective teaching and evaluation practices, e.g., checklists</td>
<td>Effective teaching practices, teacher expectations, antecedent conditions, consequences</td>
<td>Classroom environment scales, checklists and questionnaires; Student opinions about instruction and teacher</td>
<td></td>
</tr>
<tr>
<td>C Curriculum</td>
<td>Permanent products, e.g., books, worksheets, materials, curriculum guides, scope &amp; sequence</td>
<td>Teacher &amp; relevant personnel regarding philosophy (e.g., generative vs. supplantive), district implementation and expectations</td>
<td>Classroom work, alignment of assignments (curriculum materials) with goals and objectives (curriculum). Alignment of teacher talk with curriculum</td>
<td>Level of assignment and curriculum material difficulty; Opportunity to learn; A student’s opinions about what is taught</td>
</tr>
<tr>
<td>E Environment</td>
<td>School rules and policies.</td>
<td>Ask relevant personnel, students &amp; parents about behavior management plans, class rules, class routines</td>
<td>Student, peers, and instruction; Interactions and causal relationships; Distractions and health/safety violations</td>
<td>Classroom environment scales, checklists and questionnaires; Student opinions about instruction, peers, and teacher</td>
</tr>
<tr>
<td>L Learner</td>
<td>District records, health records, error analysis, Records for: educational history, onset &amp; duration of problem, teacher perceptions of the problem, pattern of behavior problems, etc.</td>
<td>Relevant personnel, parents, peers &amp; students (what do they think they are supposed to do; how do they perceive the problem?)</td>
<td>Target behaviors – dimensions and nature of the problem</td>
<td>Student performance; find the discrepancy between setting demands (instruction, curriculum, environment) and student performance</td>
</tr>
</tbody>
</table>
Appendix – C

RtI Forms Checklist
### RtI Forms Checklist

<table>
<thead>
<tr>
<th>Form</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1 Review/Consideration for Tier 2</strong> (MIS 63D016)</td>
<td>Required</td>
</tr>
<tr>
<td>Anecdotal Observation Record¹ (MIS 61A014)</td>
<td>Required, completed by teacher prior to meeting.</td>
</tr>
<tr>
<td>Problem Solving Team Log (MIS 63D005)</td>
<td>Required, completed at meeting</td>
</tr>
<tr>
<td>Parent Conference Form² (MIS 61C003)</td>
<td>Optional, but best practice</td>
</tr>
<tr>
<td>Parent-School Partnership Meeting Invitation (MIS63D025)</td>
<td>Required</td>
</tr>
<tr>
<td>PS/RtI Team Meeting Parent Feedback Summary (MIS 63D024)</td>
<td>Use when parent is unable to attend the meeting.</td>
</tr>
</tbody>
</table>

Note: Also attach any appropriate supporting information or assessment reports from Fair, Edusoft, etc.

<table>
<thead>
<tr>
<th>Form</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 2 Review/Consideration of Tier 3</strong> (MIS 63D017)</td>
<td>Required</td>
</tr>
<tr>
<td>Observation Form¹ (MIS 61C006)</td>
<td>Required</td>
</tr>
<tr>
<td>Parent Conference Form² (MIS 61C003)</td>
<td>Required</td>
</tr>
<tr>
<td>Tier 2 Intervention Graphs (MIS 61C001)</td>
<td>Required</td>
</tr>
<tr>
<td>Problem Solving Team Log (MIS 63D005)</td>
<td>Required, completed at meeting</td>
</tr>
<tr>
<td>Fidelity Form(s) – Reading, Math, and/or Behavior (DRAFT)</td>
<td>Required</td>
</tr>
<tr>
<td>Parent-School Partnership Meeting Invitation (MIS63D025)</td>
<td>Required</td>
</tr>
<tr>
<td>PS/RtI Team Meeting Parent Feedback Summary (MIS 63D024)</td>
<td>Use when parent is unable to attend the meeting.</td>
</tr>
</tbody>
</table>

Note: Also attach any supporting information or assessment reports from Fair, Edusoft, etc.

<table>
<thead>
<tr>
<th>Form</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 3 Review</strong> (MIS 63D020)</td>
<td>Required</td>
</tr>
<tr>
<td>Observation Form¹ (MIS 61C006)</td>
<td>Optional, if two have been completed previously</td>
</tr>
<tr>
<td>Parent Conference Form² (MIS 61C003)</td>
<td>Optional, if two have been completed previously. Best practice would be for one of the conferences to have been held within the last six calendar months.</td>
</tr>
<tr>
<td>Tier 3 Intervention Graphs (MIS61C001)</td>
<td>Required</td>
</tr>
<tr>
<td>Problem Solving Team Log (MIS 63D005)</td>
<td>Required, completed at meeting</td>
</tr>
<tr>
<td>Fidelity Form(s) - Reading, Math, and/or Behavior (DRAFT)</td>
<td>Required</td>
</tr>
<tr>
<td>Parent-School Partnership Meeting Invitation (MIS 63D0250)</td>
<td>Required</td>
</tr>
<tr>
<td>PS/RtI Team Meeting Parent Feedback Summary (MIS63D024)</td>
<td>Use when parent is unable to attend the meeting.</td>
</tr>
</tbody>
</table>

Note: Also attach any supporting information or assessment reports from Fair, Edusoft, FUBA/BIP, etc.

### Case-Review Preparation

<table>
<thead>
<tr>
<th>Form</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>RtI Analysis Report (MIS 63D009)</td>
<td>Required: to be completed at meeting</td>
</tr>
<tr>
<td>Tier 1 Review/Consideration for Tier 2 Packet</td>
<td>Required</td>
</tr>
<tr>
<td>Tier 2 Review/Consideration of Tier 3 Packet</td>
<td>Required</td>
</tr>
<tr>
<td>Tier 3 Review Packet</td>
<td>Required</td>
</tr>
</tbody>
</table>

Note: Also attach any supporting information or assessment reports from Fair, Edusoft, individual evaluations, etc.

¹**Observations**: A minimum of two (2) observations are required prior to submission of a referral: One is required to be an Anecdotal Observation Record completed by the classroom teacher.

²**Parent Conferences**: A minimum of two (2) parent conferences are required prior to submission of a referral.
Appendix D

Parent Conference Form
## LAKE COUNTY SCHOOLS
### PARENT CONFERENCE

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retained</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Strengths

#### ACADEMIC CONCERNS

<table>
<thead>
<tr>
<th>Reading</th>
<th>Study Habit Concerns</th>
<th>Behavioral Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Drop in grades</td>
<td>Defiance of classroom/school rules</td>
</tr>
<tr>
<td>Phonemic awareness</td>
<td>Inconsistent daily work</td>
<td>Cheating/stealing</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Following directions</td>
<td>Disruptive</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Motivation</td>
<td>Argumentative</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Inattentive</td>
</tr>
<tr>
<td>Phonics</td>
<td>Homework completion</td>
<td>Verbally inappropriate</td>
</tr>
<tr>
<td>Other</td>
<td>Organization</td>
<td>Attention seeking</td>
</tr>
<tr>
<td>Other</td>
<td>Frustration</td>
<td>Active</td>
</tr>
<tr>
<td>Other</td>
<td>Problem solving</td>
<td>Defensive</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Mood swings</td>
</tr>
</tbody>
</table>

#### MATHEMATICS

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Attendance Concerns</th>
<th>Health Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>Absenteeism</td>
<td>Physical complaints</td>
</tr>
<tr>
<td>Other</td>
<td>Tardiness/leaving early</td>
<td>Lethargic/sleeping</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Hearing Difficulties</td>
</tr>
</tbody>
</table>

#### WRITING

<table>
<thead>
<tr>
<th>Language</th>
<th>Speech Concerns</th>
<th>Health Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word relationships</td>
<td>Poor articulation of</td>
<td>Physical complaints</td>
</tr>
<tr>
<td>Oral expression</td>
<td>all/some sounds</td>
<td>Lethargic/sleeping</td>
</tr>
<tr>
<td>Answer questions/word recall</td>
<td>Stuttering</td>
<td>Hearing Difficulties</td>
</tr>
<tr>
<td>Grammar/word order</td>
<td>Avoids speaking</td>
<td>Vision Difficulties</td>
</tr>
<tr>
<td>Conversational skills</td>
<td>Schedule consultation with Speech/Language Therapist</td>
<td>Other</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments/Action Recommended:


### Review of Rti Process/Data (If applicable):


### Parent Signature

Signature/Title

Request Problem Solving Team Meeting

[ ] Check box if graph given to parent

Submitted to Guidance

Date

Submitted by Student Services
Appendix – D

Observation Forms
## LAKE COUNTY SCHOOLS
### ANECDOTAL OBSERVATION RECORD

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
<th>DOB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date, Setting, Subject</th>
<th>Student Action</th>
<th>Teacher Action</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What was the student doing? Describe behaviors in specific, observable and measurable terms.</td>
<td>Objectively state how you responded to the student.</td>
<td>How did the student respond?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Setting</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What is the relationship between this observation and the student’s academic and/or behavioral performance?**

<table>
<thead>
<tr>
<th>Teacher Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LAKE COUNTY SCHOOLS
OBSERVATION FORM

Student ___________________________ School ___________________________

Date ______________________ Grade ______ DOB _______________

Observations must address instruction, curriculum and environmental factors with a
minimum of one observation in a classroom setting.

Teacher _______________ Begin Time _______________ End Time ___________

Setting ___________________________________________________________

Nature of Concern _______________________________________________________

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SPECIFIC BEHAVIOR OBSERVED</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Summary of Observation ____________________________________________

______________________________________________________________

What is the relationship between this observation and the student’s academic and/or
behavioral performance? __________________________________________

______________________________________________________________

Observer/Title

MIS 61 C 006 09/23/10 RVS
Submitted by Student Services
Appendix – F

PS/Rti Forms

Tier 1 Review/Consideration of Tier 2

Problem-Solving Team Meeting Log

Problem-Solving Team Follow-up Meeting Log

Tier 2 Review/Consideration of Tier 3

Tier 3 Review
LAKE COUNTY SCHOOLS
RESPONSE TO INSTRUCTION/INTERVENTION
TIER 1 REVIEW/CONSIDERATION OF TIER 2

Student Name ______________________ DOB _______________ Student # ________________
School ____________________________ Grade ______________ Meeting Date ____________

AYP SUBGROUP(S) (check all appropriate): ☐ W-White ☐ B-Black ☐ H-Hispanic ☐ A-Asian ☐ I-American Indian
☐ Economically Disadvantaged (ECD) ☐ ELLs-English Language Learners ☐ SWDs-Students with Disabilities

PARENT CONFERENCE (See attached form, MIS 61C 003) Date ________________
OBSERVATION (Attach Anecdotal Observation record, MIS 61A 014) Observation Date ________________
EDUCATIONALLY RELEVANT MEDICAL FINDINGS: Vision ☐ P ☐ F Date ____________ Hearing ☐ P ☐ F Date ____________
☐ Other ____________________________________________________________
ATTENDANCE CONCERNS ☐ Yes ☐ No
RETENTION HISTORY
SCREENING/ASSESSMENT RESULTS

Identify Area of Concern(s) ____________________________________________________________
Pre-intervention Measure ____________________________________________________________

<table>
<thead>
<tr>
<th>Gr.</th>
<th>Data Areas</th>
<th>Student</th>
<th>Class</th>
<th>School</th>
<th>District</th>
<th>State</th>
<th>SES Group</th>
<th>Subgroup</th>
<th>Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRE-INTERVENTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>INTERVENTION SUMMARY</th>
<th>RTI Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program/Strategy (List all appropriate)</td>
<td>Implementer</td>
</tr>
<tr>
<td>Core (Tier 1)</td>
<td></td>
</tr>
</tbody>
</table>

Comments ____________________________________________________________

Decision: ☐ Continue at Tier 1 ☐ Refer to Tier 2

MIS 63D 016 11/16/11 NEW Page 1 of ___
LAKE COUNTY SCHOOLS
Problem Solving Team Meeting Log

Student ___________________ Student Number ___________ Grade _____ RtI Tier _____ Date ________

Teacher ___________________ Initial Meeting _____________ Follow-up Meeting ______________

<table>
<thead>
<tr>
<th>Step 1 Problem Identification (What is the problem? Based on data from Tier 1 Review/Consideration of Tier 2)</th>
<th>Area of concern</th>
</tr>
</thead>
</table>

| Step 2 Problem Analysis (Why is it occurring?) | |
| Hypothesis | The problem is occurring because |
| Prediction | (If/When) (then) would occur, the problem would be reduced. |
| Hypothesis Validated | What domain was used to validate the hypothesis? (Check all that apply. Must align to target area. Attach ICEL/ROIT Chart) Domains: Instruction, Curriculum, Environment, Learner. What data was obtained to validate the hypothesis? □ Review, □ Interview, □ Observe, □ Test? |

| Goal (Expected level of progress written in observable and measurable terms) By (Date) (Student name) will (what) as evidenced by % on (Progress monitoring tool). |

<table>
<thead>
<tr>
<th>Step 3 Intervention Design (What are we going to do about it?)</th>
<th>Beginning Date of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Plan Description</td>
<td>Setting/Where</td>
</tr>
<tr>
<td>___ Gen Ed Class</td>
<td>___ 1X per week</td>
</tr>
<tr>
<td>___ Intervention Class</td>
<td>___ 2X per week</td>
</tr>
<tr>
<td>___ Title 1 Class</td>
<td>___ 3X per week</td>
</tr>
<tr>
<td>___ Other</td>
<td>___ 4X per week</td>
</tr>
<tr>
<td></td>
<td>___ Daily</td>
</tr>
</tbody>
</table>

| Step 4 Response to Intervention (Is the Intervention working? How will the impact of the Intervention plan be determined?) |
|---|---|
| Progress Monitoring Plan | Support Plan |
| Progress Monitoring Tool What data will be collected? | Support Plan What will be done (data collected)? |
| How often will it occur (schedule)? | When will it occur? |
| How often will data be reviewed? | Where will it occur? |
| Person Responsible | Person Responsible |
| ___ X month | ___ X month |
| ___ X week | ___ X week |
| ___ Daily | ___ Daily |
| ___ Other | ___ Other |
| ___ Gen Ed Teacher | ___ Gen Ed Teacher |
| ___ Title 1 Teacher | ___ Title 1 Teacher |
| ___ Counselor | ___ Counselor |
| ___ Specialists (CRT, Coach, etc.) | ___ Specialists (CRT, Coach, etc.) |
| ___ Other | ___ Other |

Documentation of Fidelity | What will be done (documented)? When will it occur? Where will it occur? Person Responsible |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___ X month</td>
<td>___ X month</td>
<td>___ X month</td>
<td></td>
</tr>
<tr>
<td>___ X week</td>
<td>___ X week</td>
<td>___ X week</td>
<td></td>
</tr>
<tr>
<td>___ Daily</td>
<td>___ Daily</td>
<td>___ Daily</td>
<td></td>
</tr>
<tr>
<td>___ Other</td>
<td>___ Other</td>
<td>___ Other</td>
<td></td>
</tr>
</tbody>
</table>
LAKE COUNTY SCHOOLS
Problem Solving Team Meeting Log

Comments

Schedule follow-up Meeting date: ______________________

Initial Meeting

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Title</th>
<th>Date</th>
<th>Signatures</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
LAKE COUNTY SCHOOLS
Problem Solving Team Follow-up Meeting Log

Student Name ___________________________ DOB _______________ Today's Date _______________
Student Number _________________________ Grade _______________ Initial Meeting _____________
Teacher ________________________________ Current Rti Level ___________ Follow-up Meeting __________

Summary of Concerns

- Was attendance during the intervention sessions as issue? ___ Yes ___ No
- Were the interventions aligned to the problem/concern? ___ Yes ___ No
- Is there a need to reconsider the hypothesis? ___ Yes ___ No
- Is there documentation that the intervention was implemented with fidelity? ___ Yes ___ No
- Based on attached data from the intervention(s); did the problem: _____stay the same,
  _____ increase, _____ decrease?

Which intervention(s) working?

Which intervention(s) are not working?

Team Decision(s)  Check all that apply

- Discontinue intervention(s) goal achieved
- Continue current intervention(s) Follow-up Meeting _____/_____/
- Modify current intervention(s) Follow-up Meeting _____/_____/
- Reconsider hypothesis
- Return to initial Problem-Solving form and identify new intervention and progress monitoring
- Refer for 504 Plan (if student meets eligibility criteria)
- Refer to school social worker
- Perform Additional Assessment
- Other _______________________________________________________________________

Additional Comments

Team Member Signatures

PS/Rti Chair ___________________________ Date: __________________
Administrator __________________________ Date: __________________
Teacher _______________________________ Date: __________________
Parent/Guardian ________________________ Date: __________________
Other: _________________________________ Date: __________________

MIS DRAFT
Submitted by Academic Services
LAKE COUNTY SCHOOLS
RESPONSE TO INSTRUCTION/INTERVENTION
TIER 2 REVIEW/CONSIDERATION OF TIER 3

Student Name ___________________________ DOB ___________ Student # __________
School ___________________________ Grade ___________ Meeting Date __________

OBSERVATION (See attached Observation form, MIS 61C 006/summary) Date __________
PARENT CONFERENCE (See attached form, MIS 61C 003) Date __________
DIAGNOSTIC ASSESSMENT RESULTS ________________________________________

Identify Area of Concern(s) ________________________________________________

<table>
<thead>
<tr>
<th>INTERVENTION SUMMARY</th>
<th>Rti Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction/Intervention (List all appropriate)</td>
<td>Implementer</td>
</tr>
<tr>
<td>Targeted (Tier 2)</td>
<td></td>
</tr>
<tr>
<td>Targeted (Tier 2)</td>
<td></td>
</tr>
</tbody>
</table>

ANALYSIS OF ALL TIER 2 INTERVENTION DATA (See attached data which includes Graphs, MIS 61C 001, and which may also include additional intervention summaries) ____________________________________________

Comments ________________________________________________________________

Decision:  □ Continue at Tier 2  □ Refer to Tier 3  □ Return to Tier 1 with Monitoring

MIS 63D 0017  11/16/11 NEW

Page 1 of _____
# LAKE COUNTY SCHOOLS
RESPONSE TO INSTRUCTION/INTERVENTION
TIER 3 REVIEW

Student Name ___________________________ DOB ___________ Student # ___________
School ___________________________ Grade ___________________________ Meeting Date ___________
OBSERVATION (see attached Observation form, MIS 61C 006) Date ___________
PARENT CONFERENCE (see attached form, MIS 61C 003) Date ___________
DIAGNOSTIC ASSESSMENT RESULTS ___________________________

Identify Area of Concern(s) ______________________________________________________________________________________

<table>
<thead>
<tr>
<th>INTERVENTION SUMMARY</th>
<th>RtI Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction/Intervention (List all appropriate)</td>
<td>Implementer</td>
</tr>
<tr>
<td>Intensive (Tier 3)</td>
<td>_____ min _____ days per week</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensive (Tier 3)</td>
<td>_____ min _____ days per week</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Post-Intervention Measure

<table>
<thead>
<tr>
<th>Gr.</th>
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<th>Student</th>
<th>Class</th>
<th>School</th>
<th>District</th>
<th>State</th>
<th>SES Group</th>
<th>Subgroup</th>
<th>Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>EeD □</td>
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<td></td>
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<td>NonEeD □</td>
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<td></td>
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</tbody>
</table>

ANALYSIS OF ALL TIER 3 INTERVENTION DATA (See attached data which includes Graphs, MIS 61C 001, and which may also include additional intervention summaries.) ______________________________________________________________________________________

Comments: ______________________________________________________________________________________________________

Decision: [ ] Continue at Tier 3 [ ] Refer for Case Review [ ] Return to Tier 2 with Monitoring

MIS 52A 039 11/16/11 NEW Page 1 of ___
Appendix – G

Fidelity Forms
LAKE COUNTY SCHOOLS
RII FIDELITY RECORD

Student ____________________  Student Number __________________  DOB ___________  Date ___________

School ____________________  Grade ___________  Teacher ___________

Focus of Intervention (check only one area)

<table>
<thead>
<tr>
<th>Reading*</th>
<th>Language*</th>
<th>Mathematics</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Reading Skills</td>
<td>Phonological Processing</td>
<td>Computation (Com)</td>
<td>Incomplete Work (IW)</td>
</tr>
<tr>
<td>Phonemic Awareness (PA)</td>
<td>Listening Comprehension</td>
<td>Concepts (C)</td>
<td>Inappropriate Language (IL)</td>
</tr>
<tr>
<td>Phonics (P)</td>
<td>Reading Comprehension (C)*</td>
<td>Geometry (G)</td>
<td>Defiant (DT)</td>
</tr>
<tr>
<td>Reading Comprehension (C)*</td>
<td>Oral Comprehension (OC)*</td>
<td>Measurement (M)</td>
<td>Diverse (DL)</td>
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<tr>
<td>Vocabulary (V)</td>
<td>Social Interaction</td>
<td>Data Analysis (DA)</td>
<td>Physical Aggression (PA)</td>
</tr>
<tr>
<td>Oral Expression (OE)*</td>
<td>Other</td>
<td>Algebraic Thinking (AT)</td>
<td>Disruptive (D)</td>
</tr>
<tr>
<td>Reading Fluency (F)</td>
<td>Written Expression*</td>
<td>Number Sense (NS)</td>
<td>Off Task (OT)</td>
</tr>
<tr>
<td>Other</td>
<td>Composition*</td>
<td>Other</td>
<td>Verbal Aggression (VA)</td>
</tr>
</tbody>
</table>

*Skills common across areas

Beginning Date of Intervention ______/____/____  Person Responsible ____________________

Intervention Description ____________________

Frequency (e.g. 5 days per week) ___________  Duration _______  Minutes per session

Dates ______/____/____ to ______/____/____
√ = intervention received  X = holiday  A = Absent

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Dates ______/____/____ to ______/____/____
√ = intervention received  X = holiday  A = Absent

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
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</table>

Dates ______/____/____ to ______/____/____
√ = intervention received  X = holiday  A = Absent

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
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</thead>
<tbody>
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</tbody>
</table>

Yes No

Intervention was implemented with fidelity. Frequency, duration, and content were documented and are available for review (see attached graph).

The student regularly attended and was actively engaged in the intervention activity.

The student was provided a evidence-based intervention as determined by the Problem-Solving team.

The above documentation verifies the active participation of the identified student in the RII process. Attach the corresponding graph. Signatures verify that the instruction occurred as recorded.

Intervention Provider Signature ____________________  Date ___________  Principal Signature ____________________  Date ___________

MIS DRAFT
Submitted by Curriculum
# Lake County Schools
## Weekly Fidelity Record
### Small Group Instruction

<table>
<thead>
<tr>
<th>Week of</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
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<td></td>
<td>Name</td>
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<td>Name</td>
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<td>Attendance</td>
<td>Name</td>
<td>Attendance</td>
<td>Name</td>
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</table>

### Focus Areas
- PA-Phonemic Awareness (PA)
- Phonics (P)
- Fluency (F)
- Vocabulary (V)
- Comprehension (C)
- Oral Expression (OE)
- Computation (Com)
- Concepts (Cp)
- Number Sense (NS)
- Geometry (G)
- Measurement (M)
- Algebraic Thinking (AT)
- Data Analysis (DA)

The above documentation shows the active participation of the identified student in the RtI process. Attach the corresponding graph. For students receiving computerized interventions also attach documentation of individual performance including frequency and duration. By signature, verify the instruction occurred as recorded.

Teacher Signature: [Signature]  Date: [Date]
Principal Signature: [Signature]  Date: [Date]
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total # of Minutes</th>
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<td>Week 10</td>
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</table>

**Key**

- **F** = Focus
- **P** = Program/Strategy
- **T** = Time (# of minutes)

**Legend**

- **F** = Oral Expression
- **PA** = Phonemic Awareness
- **P** = Phonics
- **F** = Fluency
- **V** = Vocabulary
- **C** = Comprehension

The above documentation shows the active participation of the identified student in the RtI process. Attach the corresponding graph. For students receiving computerized interventions, also attach documentation of individual performance including frequency and duration. By signature, verify the instruction occurred as recorded.

- **Teacher Signature**
- **Date**
- **Principal Signature**
- **Date**
# Weekly Fidelity Record

**Behavior**

<table>
<thead>
<tr>
<th>Student</th>
<th>DOB</th>
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<th>Friday</th>
<th>Total # of Minutes</th>
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<td>Week 10</td>
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</tr>
</tbody>
</table>

**Key**

- **F=Focus**
- **P=Program/Strategy**
- **T=Time (# of minutes)**

**Focus**

- D=Disruptive
- D=Defiant
- T=Tardy
- D=Disrespectful
- OT=Off Task
- Other
- IW=Incomplete Work
- IL=Inappropriate Language
- PA=Physical Aggression
- VA=Verbal Aggression

**Program/Strategy**

- Create your own, i.e., L=Leaps

The above documentation shows the active participation of the identified student in the RtI process. Attach the corresponding graph. For students receiving computerized interventions also attach documentation of individual performance including frequency and duration. By signature, verify the instruction occurred as recorded.

**Teacher Signature**

**Date**

**Principal Signature**

**Date**

Submitted by Student Services
Appendix H

Response to Intervention/Instruction Analysis Report
LAKE COUNTY SCHOOLS
RESPONSE TO INSTRUCTION/INTERVENTION ANALYSIS REPORT

Student Name __________________________ DOB ____________ Student # __________________________

School ____________________________ Grade ____________ Meeting Date __________________________

RATE OF PROGRESS (Attach documentation of intervention intensity, rate of progress, expected rate of progress)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

RATE OF PROGRESS COMPARISON

Is the student’s rate of progress acceptable? □ Yes □ No
Is there a gap between:  Student and Peers? □ Yes □ No
                               Student and Benchmark? □ Yes □ No
                               Peers and Benchmark? □ Yes □ No

STATEMENT OF NEED  □ Yes  □ No, defer for additional information

Based on an analysis of the above data and student progress, there is / is not a need for continued intensive support beyond that provided in the general classroom.

COMMENTS ________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

TEAM MEMBER PARTICIPANT SIGNATURES

Signature ________________________________________________ Title ____________________________ Date ____________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

ATTACHMENTS: Tier 1, 2, & 3 Review Packets
MIS 63D 009  04/26/12 RVS
Submitted by Curriculum Department  Page 1  Copies: ESE, School
Appendix I
Parent Meeting Invitation
Parent Feedback Summary
LAKE COUNTY SCHOOLS
PROBLEM-SOLVING/RESPONSE TO INTERVENTION (PS/RtI)
MEETING INVITATION

To:

From:

Re:

Date:

A meeting has been scheduled for ________________ in an effort to improve academic achievement and/or behavioral performance. The reason for the meeting is to share information about your child and to discuss how we can work together to provide school support. We will discuss using the Problem-Solving/Response to Instruction/Intervention (PS/RtI) process to assist your child. We have asked appropriate staff members to review your child’s records and to assist in developing and monitoring his/her progress. You are a valued participant in this process and are invited to attend a conference at ________________, scheduled for ________ on ________________.

Location  Time  Date

At this meeting we will

☐ Discuss your child’s current education needs and begin the RtI process
☐ Review your child’s progress using previously recommended interventions through the RtI process and discuss any new interventions as appropriate.

☐ Attached is a brochure that explains the Problem-Solving/Response to Instruction/Intervention (PS/RtI) process and how it will help your child. It also outlines how you can remain involved in this process. Please review the brochure before the meeting so you will have a better understanding of how PS/ RtI works.

Your participation in this meeting is optional; however we look forward to working with you in any way we can to improve your child’s school experience.

☐ Yes, I can attend at the scheduled time.
☐ No, I cannot attend, but I understand the team will continue in my absence. A summary of the meeting outcome will be sent home.

________________________________________
Parent/Guardian Signature

________________________________________
Date

PLEASE RETURN TO SCHOOL GUIDANCE DEPARTMENT  MIS 63D 025  4/26/12 Submitted by Curriculum
LAKE COUNTY SCHOOLS
Problem-Solving/Response to Instruction/Intervention (PS/RtI)
Team Meeting
Parent Feedback Summary

Date ___________________

Your child's teacher referred _________________________ to the Problem Solving/Response to Instruction/Intervention (PS/RtI) Team at ____________________________ School to receive assistance with academic and/or behavioral concerns observed in the classroom. The Response to Instruction/Intervention (RtI) process is being used to develop interventions to address identified problems and to measure the progress your child is making.

On __________ , after considering many factors in your child's performance (diagnostic testing, problem identification, targeted interventions, and progress monitoring), the PST/RtI Team is recommending the following at this time:

☐ Begin RtI Tier 2 interventions and collect progress monitoring data.
   Recommended interventions: ____________________________________________________________
   To start on __________________________________________________________________________

☐ Continue RtI Tier 2 interventions and continue to collect progress monitoring data.
   Interventions being used are ____________________________________________________________
   ___________________________________________________________________________________

☐ Continue RtI Tier 2 interventions and begin RtI Tier 3 interventions because adequate progress toward the student’s goal has not been achieved.
   Tier 3 interventions proposed are: ______________________________________________________
   To start on __________________________________________________________________________

☐ Continue the current RtI Tiers 2 & 3 interventions and obtain permission to screen your child. The permission for screenings is attached.
☐ Continue the RtI process with progress monitoring by implementing a change of support to foster independence and ensure your child can be successful without the intervention support.

☐ Discontinue problem solving team support and monitor RtI Tier 1 in the classroom setting.

As the RtI process continues, you will be invited to additional meetings to review your child’s progress and discuss the most appropriate course of action.

If you have any questions regarding this update, feel free to contact your child's teacher or the guidance department at 352-____-______.

constly,

___________________________________________
Name and Title
PS/RtI Team Coordinator

MIS # 63D 024 4/26/12

Copies: ☐ Parent
Appendix - J

Sample Teacher Referral Forms
Problem-Solving/Response to Intervention Team
Teacher Referral Form

Student Name ______________________________ Grade Level ______________ Date ____________________

Teacher Name(s) ______________________________ Initial Referral _____ Follow-Up needed _____

Area(s) of Concern (check all that apply)

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Academic</th>
</tr>
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<tbody>
<tr>
<td>Multiple School Enrollment</td>
<td>Behavioral</td>
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<tr>
<td>Vision</td>
<td>IEP</td>
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<tr>
<td>Hearing</td>
<td>504 Plan</td>
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<td>Speech/Language</td>
<td>ELL/LEP</td>
</tr>
<tr>
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<td>Retention(s)</td>
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</table>

<table>
<thead>
<tr>
<th>Incomplete assignments</th>
<th>Lack of motivation</th>
<th>Daydreams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily distracted</td>
<td>Difficulty expressing self verbally</td>
<td>Forgets Easily</td>
</tr>
<tr>
<td>Seeks inappropriate attention</td>
<td>Difficulty expressing self in writing</td>
<td>Off Task behavior</td>
</tr>
<tr>
<td>Disorganized work habits</td>
<td>Does not follow directions</td>
<td>Other:</td>
</tr>
<tr>
<td>Does not relate well to peers</td>
<td>Does not relate well to teachers</td>
<td></td>
</tr>
</tbody>
</table>

Briefly describe area(s) of concern checked above.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Submitted by _____________________________________________ Date ______________________________
SECONDARY RESPONSE TO INTERVENTION
TEACHER REFERRAL FORM

Student Name ____________________________________ Date ________________
Student Number __________________________________ Grade ______________
Referring Teacher(s) __________________________________________________________________

Academics
Current Grades: ____ Math ____ Science ____ Language Arts ____ History
____ Reading ____ Elective ____ Elective

Other CURRENT school programs: ____ 504 ____ ESE ____ ELL

Type(s) of Concern(s): ___ Academic ___ Behavior ___ Attendance

*If attendance is a concern, a Child Study Team must concur with RTI referral. Please contact school counselor to set this up.*

Indicate specific concern(s):

Check behaviors that apply to this student:

___ Incomplete Assignments ___ Lack of motivation/participation ___ Daydreams
___ Easily Distracted ___ Difficulty expressing self verbally ___ Forgets easily
___ Seeks inappropriate attention ___ Difficulty expressing self in writing ___ Off Task
___ Disorganized work habits ___ Does not follow directions ___ Truant/Absent
___ Does not relate well to peers ___ Cruel to self/others ___ Other:

If other, please explain:

Dates of parent/guardian contacts & related parent input:

Describe the strategies you have already tried (*be specific*):

Additional comments:

*Office Use Only*
Has student ever been tested for or placed in: ____ 504 ____ ESE ____ ELL ____ RTI

Has student ever been retained? ____ No ____ Yes (In what grades?) _____________

Number of schools attended to date: ____________

Developed by Carver Middle School
## Online Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Area</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Doing What Works</td>
<td>A</td>
</tr>
<tr>
<td>Florida’s Multi-Tiered System of Supports</td>
<td>G</td>
</tr>
<tr>
<td>Florida Positive Behavior Support</td>
<td>B</td>
</tr>
<tr>
<td>GoLeaps</td>
<td>B</td>
</tr>
<tr>
<td>Intervention Central</td>
<td>A, B</td>
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<tr>
<td>National Center on Response to Intervention</td>
<td>A</td>
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<tr>
<td>National Center on Student Progress Monitoring</td>
<td>G</td>
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<td>Parent Information Brochure</td>
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<td>Project Achieve</td>
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<td>Response to Intervention: A Tiered Approach to Instructing All Students</td>
<td>Video overview that explains three tiered model</td>
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<td>A, B</td>
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<tr>
<td>School Psychologist Files</td>
<td>B</td>
</tr>
</tbody>
</table>

A= Academic  
B= Behavior  
G=General
Glossary

**Accommodations**: Accommodations are adjustments that can be made to the way students access information and demonstrate performance that do not require changes in the curriculum. Types of accommodations include: presentation, response, scheduling, and setting. Accommodations are not the same as instructional interventions for academics or behavior, though they may be included in instructional plans for implementing interventions and the assessments used to monitor progress (contrast with “modifications” in ESE terms).

**Adequate Yearly Progress (AYP)**: Adequate yearly progress (AYP) is the component of the *No Child Left Behind Act* for determining whether or not all high school students achieve the same high standards of academic achievement in reading or language arts and mathematics by 2013-2014. AYP requires statistically valid and reliable ways to determine the continuous and substantial academic improvement of all students from a starting point in 2001-2002 to the proficiency level by 2013-2014. Moreover, AYP includes efforts to narrow the achievement gaps of students who are economically disadvantaged, students from major race and ethnic groups, students with disabilities, and students with limited English proficiency. For high schools, AYP must include graduation rates and at least one additional academic indicator such as local assessments, attendance rates, or college preparatory courses.

**Aim Line**: Also called the 'Goal Line'. It represents the expected rate of student progress over time.

**Assessment**: Assessment refers to a collection of processes to estimate a “current reality.” Formative, interim, and summative assessments provide multiple sources of student data to guide decisions about adjusting instruction and/or providing interventions. Standardized assessments provide a basis for assessing status relative to norms or criteria.

**Behavior Intervention Plan**: A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

**Curriculum Based Measurement (CBM)**: Direct skill assessment tools that are aligned with the curriculum, sensitive to instruction, repeatable, and criterion referenced, which are used for a variety of measurement purposes.

**Data-Based and Data Driven Decision Making**: A continuous process of regularly collecting, summarizing, and analyzing information to guide development, implementation, and evaluation of an action; most importantly, this process is used to answer educational or socially important questions.

**Decision Rules**: Decision-rules, in general, are “if-then” statements that are developed and used to ensure efficiency and consistency of decision-making based on possible combinations of (a) student performance data, and (b) fidelity measures. When determining the effectiveness of instructional or intervention services, there are generally 6 possible “effectiveness outcomes”:

1. High positive student progress + high fidelity;
2. High positive student progress + low fidelity;
3. Questionable/moderate student progress + high fidelity;
4. Low/insufficient student progress + high fidelity;
5. Questionable/moderate student progress + low fidelity; and
6. Low/insufficient student progress + low fidelity.

The first two possible outcomes should be documented and shared with stakeholders about what worked, for which students, and using what resources so that other schools or districts facing similar student concerns can benefit from the successes learned. The third and fourth possible outcomes warrant a focus on the fidelity of using the problem-solving process to ensure the intervention is matched to students’ needs and/or if increasing the “dosage” of the intervention is needed. The fifth and sixth possible outcomes prevent a determination of effectiveness, as insufficient fidelity cannot allow for identifying why the intervention failed to produce desired results. Therefore, the intervention will need to be re-implemented and/or monitored for increased fidelity before effectiveness of the intervention can be determined. Schools and districts are encouraged to catalogue “what works” and use this collection of known effective practices over time (i.e., evidence-based interventions) to help increase awareness, knowledge, and skills to implement those strategies (also known as, “standard treatment practices”) for use in other schools faced with similar student concerns.

Differentiated Instruction: An approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Lesson design for differentiated instruction provides opportunities for students to do different things during instructional time, those differences being based on tracking student progress on learning goals and adapting instructional strategies to learning needs of students in the class. Differentiation goes beyond a traditional rotating stations approach and provides recurring regrouping of students based on academic needs and issues. In the last decade differentiated instruction was commonly introduced as an alternative instructional approach for under-performing schools. As research on effective teaching becomes better understood, differentiation is recognized as an approach that is beneficial at all schools and for all students.

Disaggregated Data: Looking at data by specific sub-grouping of students.

Evaluation: Process of making a decision or reaching a conclusion by comparing behavior and/or performance data to a standard.

Evidence-Based Instruction/Interventions: Instruction/Interventions for which evidence of effectiveness in increasing student learning exists.

Fidelity: There are three basic types of “fidelity” for districts and schools to consider monitoring:
1. Fidelity of implementing the critical components of a multi-tiered system of student supports (MTSSS);
2. Fidelity of using the problem-solving process across all three tiers; and
3. Fidelity of implementing evidence-based interventions matched to specific need(s).

The first type of fidelity involves a broader topic of ensuring alignment and integration of Federal, State, district, and school policies and procedures to support use of research-based or evidence-based practices in classrooms and schools. The second type of fidelity refers to the efficient and effective use of the 4-step Problem-Solving Model to a particular situation. The final type of fidelity is tied to using outcome data to determine the effectiveness of an intervention. Several organizational structures can affect the degree to which the problem-solving process is conducted with fidelity (e.g., efficient and easy to use data systems, school/district schedules that allow for data reviews, decision-making, and planning; provision of on-site professional development and technical assistance, etc.). A related question to collecting fidelity data is, “How much and what types of fidelity measures need to be documented or collected, and for how long?” For example, a measure of intervention implementation fidelity is
warranted in order to determine effectiveness of instructional/intervention services. Student data alone are necessary but insufficient to identify potential evidence-based interventions over time. In order to identify “what works” in a manner that allows for efficient and effective way to support other students in other schools facing similar problems both progress monitoring data and fidelity of implementing and supporting the plan is needed. However, student progress is the bottom line and the “amount” and “type” of intervention fidelity collected should depend on students’ responses to interventions.

**Formative Assessment/Evaluation:** Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. Formative assessments are questions, tools, and processes that are embedded in instruction. They are used by teachers and students to provide timely feedback for purposes of adjusting instruction and/or learning efforts to improve learning.

**Frequency:** How often a behavior or an intervention occurs. Commonly used in Functional Behavior Analysis (FBA) and Response to Intervention (RtI) research in the context of the three most important factors in considering behaviors of concern: Frequency, Intensity, and Duration. Frequency of an intervention, as an element of its effectiveness, can be a focus of the fidelity of delivery.

**Functional Behavior Assessment (FBA):** This term comes from what is called a “Functional Assessment” or “Functional Analysis” in the field of applied behavioral analysis. This is the process of determining the cause (or “function”) of behavior before developing an intervention or Behavior Intervention Plan (BIP). The intervention/BIP is based on the hypothesized cause (function) of behavior.

**Gap Analysis:** A way to measure the difference between the student’s current level of performance and the benchmark expectation or peer performance.

**Intensity of Instruction/Intervention:** Intensity consists of three variables: time, focus, and group size. An increase in intensity would be reflected by an increase in the amount of time a student(s) would be exposed to instruction/intervention and/or a narrowing of the focus of instruction/intervention and/or a reduction in group size.

**Interventions:** Curricular, instructional, and/or other adjustments made to address core instructional issues. Interventions may also be provided to students in small groups or individually, in addition to and aligned with core instruction in order to target a specific skill or concept.

**Measurement:** Assignment of numerals to objects or events according to rules.

**Poor Response to Instruction/Intervention:** Student rate of progress data reveals that the gap continues to widen with no change in rate after the instruction/intervention is implemented.

**Positive Behavior Support:** The application of behavior analysis to achieve socially important behavior change. PBS was developed initially as an alternative to aversive interventions that were used with students with severe disabilities who engaged in extreme forms of self-injury and aggression. More recently, the technology has been applied successfully with a wide range of students, in a wide range of contexts and extended from an intervention approach for individual students to an intervention approach for entire schools. Positive behavior support is not a new intervention package, nor a new theory of behavior. Instead, it is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link
between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining school environments by making problem behavior less effective, efficient and relevant, and desired behavior more functional.

**Positive Response to Instruction/Intervention:** Student rate of progress data reveals that the gap between expected performance and observed performance is closing. Ideally, the point at which the target student will “come in range” of grade-level expectations—even if it is long range—can be extrapolated.

**Problem-Solving Approach to RtI:** Assumes that no given intervention will be effective for all students; an approach used to individually tailor an intervention to students’ specific needs. It typically has four stages: (1) problem identification, (2) problem analysis, (3) plan implementation, and (4) plan evaluation.

**Problem-Solving Process:** The problem-solving process is an interdisciplinary, collaborative team process which is based on a multi-tiered model and includes data-driven decision making, parent/school partnerships, progress monitoring, focused assessment, flexible service delivery and prescriptive, research-based interventions.

**Problem-solving Team:** Any team that systematically engages in the process of accurately identifying problems, analyzing relevant data to understand why the problem is occurring, designing and implementing probable solutions, and measuring the effectiveness of the solutions that were implemented.

**Progress Monitoring:** Progress monitoring is used to assess students' academic performance, to qualify a student rate of improvement or responsive to instruction, and to evaluate the effectiveness of instruction.

**Questionable Response to Instruction/Intervention:** Student rate of progress data reveals that the rate at which the gap is widening is decreasing considerably, but is still widening, or when a gap stops widening but closure does not occur.

**Rate of Progress:** This is typically the amount of growth (e.g., words correct per minute, level of compliance) over a specified time period (week, month) demonstrated by a student or group of students.

**Response to Instruction/Intervention:** The multi-tiered practice of providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions, also referred to as a Multi-tiered System of Student Supports (MTSSS).

**RtI Logic:** A way of thinking and working grounded in student centered data-based decision making that reflects the routine application of the four steps of the problem-solving process.

**RtI Tiers:** A level/type/intensity of instruction or intervention defined by student need.

**Tier 1: Core Universal Instruction and Supports** – General academic and behavior instruction and support designed and differentiated for all students in all settings.

**Tier 2: Targeted Supplemental Interventions and Supports** – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction.
Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.

Scaffolding: An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

Scientific Research-Based Instruction/Interventions: Those instructions/interventions that involve the application of rigorous systematic and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs; those instructions/ interventions that involve research that employs systematic methods that draw on observation or experiment and rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.

Screening Measures: Assessment tools designed to collect data for the purpose of evaluating the effectiveness of core instruction for all students and identifying students who may need more intensive interventions and support.

Specific, Measurable Outcome: The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms (i.e. Johnny will demonstrate mastery of grade-level basic math calculation skills as measured by a score of 85% or better on the end-of-the-unit test on numerical operations).

Standard Treatment Protocol: When students are grouped into an empirically validated intervention for students with similar academic and behavioral needs without working through the problem solving model prior to identifying the intervention.

Tiered Instruction: Describes levels of instructional intensity within a multi-tiered prevention plan.

Trajectory: Points along a path or direction that is taken as one moves from the point of observed to the point of the expected outcome.

Trend Line: A line on a graph that represents a line of best fit through student's data points. The trend line can be compared against the aim line to help inform responsiveness to intervention and to tailor a student's instructional needs.

Universal Screening: A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks and learning standards.
Acknowledgements

This guide was developed in part using excerpts and information from the following sources.

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