MODULE 1
RTI Overview

Participant Workbook

ARKANSAS
RESPONSE TO INTERVENTION
MODULE SERIES

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Module 1: RTI Overview

Activity 1: I Know, I Think I Know, I Want to Know

Directions: What do you know about Response to Intervention (RTI)? Write down in the first column what you know for sure about RTI. In the second column, write ideas or concepts that you know are related to RTI but you may need some clarity on. In the third column, write questions you have about RTI. You may write as many ideas as possible, but be sure to have at least two ideas in each column.

I Know	I Think I Know	I Want to Know

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Activity 2: What RTI Is and Is Not

Directions: For this activity, read each description provided in the right column. Select either *RTI is* or *RTI is not* to correctly complete each sentence.

RTI Is ...	RTI Is Not ...	Description
		an out-of-classroom service provided to students.
		a prereferral system for special education.
		a preventative system of support for academic and behavioral outcomes.
		focused on effective instruction to enhance student growth.
		an individual teacher, classroom, or class period.
		a single intervention program.
		a framework to provide a continuum of services for all students.
		a system used to provide instructional interventions immediately upon identification of student need.
		a collaborative process that includes the work of a professional learning community.

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Activity 3: True or False?

Directions: For each of the following, determine if the statement is true or false.

True   **False**   Differentiation is grouping students by ability or interest.

True   **False**   Professional learning communities serve as the foundation for core instruction and creates equity for all students.

True   **False**   Students do not participate in Tier 1 core instruction if they are receiving Tier 2 and Tier 3 interventions or if they have an identified learning disability.

True   **False**   When answering PLC question #1, general education teachers and special educators identify barriers and proactively plan scaffolds and supports for students who struggle.

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Activity 4: Identify Possible Root Causes

Directions: With a team, brainstorm possible root causes for the problem. Use the Key Domains of Learning: ICEL to develop targeted hypotheses for why the problem is occurring.

Key Domains of Learning

I	**Instruction**	Instruction is how the curriculum is taught and can vary in many different ways including: level of Instruction, rate of Instruction, and presentation of Instruction
C	**Curriculum**	Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, relevance
E	**Environment**	The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management
L	**Learner**	The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to appropriate and the environment accommodating. Variables include motivation prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.

I	
C	
E	
L	

Resource: Arkansas Problem Solving Worksheet

Date:	School:
Team Members:	
Meeting Purpose:	

Step 1: Define the Problem and Set the Goal

The team will analyze primary data sources to identify problem areas and set a goal.

1. What is the benchmark or expected level of performance?

2. What is the students' current level of performance?

3. What is the comparison peer level of performance (e.g., district, school, national)?

Conduct a gap analysis.

Benchmark and Students	
Benchmark and Peers	
Peers and Students	

Identify the replacement behavior and set a goal (time frame, measure, target population).

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Step 2: Analyze the Problem and Hypothesize

The team will develop root cause hypotheses using the ICEL by RIOT Framework and activities with secondary data to validate or invalidate hypotheses. Below, record each hypothesis for why the replacement behavior is not occurring, along with its matched prediction statement. Provide any data used to validate or refute each hypothesis, and check Yes to indicate that the data supported the hypothesis or No to indicate that they did not.

Hypothesis: *What are the most likely reasons this problem is occurring? Address potential domains of curriculum, instruction, curriculum, environment, and learner.*

Prediction Statement: *Based upon what we've learned, what must be changed about the instruction, curriculum, and/or environment in order to enable the student(s) to meet the expectation?*

Hypothesis 1: The problem is occurring because _____.
Prediction Statement: If _____ would occur, then _____.
Relevant Supporting Data:

Validated (circle):   YES   NO

Hypothesis 2: The problem is occurring because _____.
Prediction Statement: If _____ would occur, then _____.
Relevant Supporting Data:

Validated (circle):   YES   NO

Hypothesis 3: The problem is occurring because _____.
Prediction Statement: If _____ would occur, then _____.
Relevant Supporting Data:

Validated (circle):   YES   NO

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Step 3: Develop and Implement the Plan

Teams will select the intervention and or strategy that will address the problem and meet the goal. Next, they will develop a plan to implement the strategy.

Expected outcome of intervention or strategy (see goal from Step 1):

Verified hypotheses (copy from Step 2):

Develop an action plan:

Description of Strategy or Intervention: Tier Focus: 1   2   3
Implementation: ● Frequency (how often) ● Duration (amount of time) ● When (timeline) ● Who
Support: ● Who ● How often ● Description/type
Data Collection: ● Type ● Frequency ● Review dates performance expectations ● Responsible party

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Step 4: Evaluate the Plan

Review date(s).

Evaluate impact of action plan.

Circle one and complete the related section below: *Positive*   *Questionable*   *Poor*

Positive	
Next Steps (circle): 1. Continue with strategy or intervention. 2. Increase goal. 3. Fade strategy or intervention. 4. Other: Please describe.	*Comments/Actions/Evidence*

Questionable	
Next Steps (circle): 1. Evaluate fidelity of implementation. 2. Continue strategy or intervention. 3. Refine strategy or intervention. 4. Other: Please describe.	*Comments/Actions/Evidence*

Poor	
Next Steps (circle): 1. Evaluate fidelity of implementation. 2. Evaluate alignment of strategy or intervention with hypothesis. 3. Consider other hypothesis (return to Step 2). 4. Evaluate validity of data. 5. Consider revising problem statement (return to Step 1). 6. Other: Please describe.	*Comments/Actions/Evidence*

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Resource: Action Plan Template

Action Plan

Action Steps/Tasks	Person(s) Responsible	Resources and/or Internal/External Partners	Communication	Projected Completion Date