

RtI Team Initial Meeting Guide

Step 1: Assess Teacher Concerns: 5 minutes

Goals:

- The case liaison or facilitator reviews information from the referral form
- Allow the teacher to discuss major referral concerns

Sample Questions:

- Given the information in the referral form, what are specific difficulties that you would like to address to day?
- How is this student problem interfering with the student's school performance?
- What concern(s) led you to refer the student to this Team?

The RtI Team is ready to move on to the next step when. . .:

- Team members have a good understanding of teacher concerns.

Tip: The case liaison or facilitator can review information from the Teacher RtI Referral Form and summarize the teacher's main points for the team at the start of the meeting. The facilitator can then ask the teacher if he or she has any additional concerns to share.

Step 2: Inventory Student Strengths & Talents 5 minutes

Goals: Discuss and record the student's strengths and talents, as well as those incentives that motivate the student. This information can be valuable during intervention planning to identify strategies that the student will be motivated to participate in.

Sample Questions:

- What rewards or incentives have you noted in school that this child seems to look forward to?
- What are some things that this student does well or enjoys doing around the classroom?
- Please tell us a few of the student's strengths, talents, or positive qualities that might be useful in design ing interventions for him or her
- What are hobbies or topics of interest for this student?

The RtI Team is ready to move on to the next step when. . .:

- The team has identified personal strengths, talents, and/or rewards that are likely to motivate the student if integrated into an intervention.

Tip: The referring teacher may want to meet with the child prior to the RtI Team meeting to collect information about those rewards that motivate him or her.

Step 3: Review Baseline Data:**5 minutes***Goals:*

- To get a holistic view of student
- To determine starting point/levels within the academic and/or behavioral areas of target concern.

Sample Questions:

- Where is the student currently functioning according to the information provided? Using Aimsweb Reports
- Is there anything significant in the student's school history that needs to be discussed?
- Is or has attendance been an issue?

The RtI Team is ready to move on to the next step when:

- The team has reviewed and discussed all the pertinent background and baseline data.

Tip: Thorough understanding of the baseline data will be beneficial to goal setting and intervention design.

Step 4: Select Target Teacher Concerns:**5-10 minutes***Goals:*

- Define the top 1-2 teacher concerns in easily observable, measurable terms.
- For behavioral concerns, understand the dimensions of the problem (e.g., the frequency, duration, and/or intensity of the challenging behavior)
- For academic concerns, identify the presence of underlying academic skill deficits, mismatch between student skills and classroom instruction, fluency and accuracy in the area of concern, and work completion.
- For each teacher concern, decide on what functions may help to explain why the student displays the target concerns.

Sample Questions:

- From the concerns that you have shared with our Team, what are the top one or two problems that you would like us to concentrate on today?
- (Academic) What can you tell us about the student's current skill levels, homework and classwork completion, attention to task, general motivation?
- (Academic) Are there difficulties in fluency and/or accuracy?
- (Behavioral) How long does each behavioral outburst last? About how frequently do episodes occur?
- How severe are the behaviors that you are seeing?
- (Behavioral) What kinds of things happen in the room just before the student has an outburst?
- What do you and other students in the room do during each outburst? What is the outcome for the child after they engage in the problem behaviors?
- What do you think is a reason that the student shows the behavior(s) of concern? How does this behavior help the student to get his or her needs met?

The Rtl Team is ready to move on to the next step when. . .:

- One or two primary teacher concerns have been established and stated in measurable terms (as behavioral and/or academic difficulties).
- The referring teacher agrees with the selection and definition of the top 1-2 problems.
- The team and teacher agree on possible functions that explain why the academic/behavioral concern is taking place.

Tip:

The meeting can run more efficiently if Team members first simply list all teacher concerns about a student and postpone an extended discussion of a particular problem until the teacher has selected that problem as a **top concern**.

Step 5: Set Academic and/or Behavioral Goals: Set observable, measurable, & realistic goals for change 5-10 minutes

Goals:

- For each of the academic or behavioral referral concerns:
 - ✓ set ambitious but realistic goals for improvement that are attainable in 6-8 weeks

Sample Questions:

- Given the student's current functioning at what level would you like to see him/her after a 6-8 week intervention period?
- What is a realistic rate of progress for this student?
- Is the goal set by the team realistic for this student?

The Rtl Team is ready to move on to the next step when. . .:

- Ambitious but realistic student goals for improvement have been set.
- The referring teacher agrees that the outcome goals are appropriate for this student case.

Tip: You may wish to refer to the prescribed Rates of Weekly Progress for each academic area using Aimsweb

Step 6: Design an Intervention Plan: 15-20 minutes

Goals:

- Select at least one intervention that addresses each of the selected referral concerns.
- Spell out the particulars of the intervention as a series of specific steps so that the teacher or other person(s) designated to carry it out can do so efficiently and correctly.
- Note any important additional information about the intervention, including:
 - ✓ When and where the intervention will take place;
 - ✓ Whether any specialized materials or training are required to implement the intervention;
 - ✓ The people who are actually going to carry out the intervention.
- Determine methods to monitor accurate implementation of the intervention
- Review the intervention(s) with the teacher to ensure that the plan is acceptable to them.

Sample Questions:

- What intervention ideas would best meet this student's needs?

- What is it about this particular intervention that makes it likely to improve the student's behavior or academic functioning in the area(s) identified?
- Is there specialized training or materials that you feel are needed to carry out this intervention?
- How can our Team assist you [the referring teacher] with the intervention?
- How can we utilize the student's strengths to facilitate the effectiveness of the intervention?
- What is a simple method to track the accurate implementation of the intervention (e.g., checklist of key steps to be implemented and documenting in Aimsweb database)

The Rtl Team is ready to move on to the next step when. . .:

- The referring teacher and team members agree that the intervention:
 - ✓ directly addresses the identified concern(s).
 - ✓ is judged by the teacher to be acceptable, sensible, and achievable.
 - ✓ appears likely to achieve the desired goal.
 - ✓ is realistic, given the resources committed.
 - ✓ can be expected to achieve the stated goal within the timeline selected.
- A method for tracking the accurate implementation of the intervention has been established.

Tip: You may want to invite staff members with expertise in a particular type of referral problem to attend an Rtl meeting as 'intervention consultants', asking them for intervention ideas. For example, a speech/language pathologist may be asked to attend for a student who has difficulty acquiring language concepts.

Step 7: Method of monitoring progress: 5 minutes

Goals

- Each goal must have a method of monitoring progress

Sample Questions:

- Does the monitoring information really measure the teacher's referral concern(s)?
- Who will collect the monitoring information?
- How frequently should the data be collected?
- Is the method used for collecting information sensitive to growth over a short period of time?
- Is there a logical method of tracking progress within the intervention itself (e.g., permanent samples of student's work that are directly tied to the goal.)?

The Rtl Team is ready to move on to the next step when. . .:

- Each goal has a method of monitoring progress that is quantifiable

Tip:

• At times Rtl teams may wish to use already existing teacher measures and/or intervention materials to monitor weekly growth. However, all interventions should also be documented in detail within the Aimsweb system

Step 8: Plan how to share meeting information with the student's parent(s): 5 minutes

Goals:

- Agree on who will contact the parent(s) to share the student's intervention plan and invite the parent(s) to a future SBIT meeting.

Sample Questions:

- What specific details about the intervention would be of greatest interest to the parent(s)?
- What specific details about the intervention would be of greatest interest to the parent(s)?

The Rtl Team is ready to move on to the next step when. . .:

- At least one team member (who could be the referring teacher) has taken responsibility to contact the parent to share information about the student's intervention plan and future Rtl Team meeting times and dates.

Tip: A phone call or note to the parent(s) prior to the initial Rtl Team meeting to let them know about the teacher referral is an important way to establish a trusting and positive relationship between school and home.

Step 9: Review the intervention & monitoring plans: 5 minutes

Goals:

- Review the main points of the intervention and monitoring plans with the referring teacher and other team members.
- (Case Liaison) Schedule a time within a week of the initial meeting to meet with the referring teacher to:
 - ✓ review the intervention plan;
 - ✓ offer any needed assistance;
 - ✓ ensure that the intervention is being put into place as planned.
- Schedule a follow-up meeting (usually within 6-8 weeks of the initial SBIT meeting).
- After the referring teacher leaves the meeting, complete the SBIT Team Meeting Debriefing Form and debrief as a team about the meeting process and content.

Sample Questions:

- Do the referring teacher and other members of our team know what their responsibilities are in carrying out the intervention and monitoring plans for this student?
- Is our team able to support the teacher in identifying the most important referral concerns?
- Did our team help the teacher to assemble a good intervention plan that is feasible and can be carried out with currently available resources?

RtI Team Initial Meeting Minutes

Purpose & Guidelines for Use:

At the initial SBIT meeting, the recorder writes down the essential information on the RtI Team Initial Meeting Minutes Form. The completed form is considered a key part of the student's RtI documentation and must be included in the student's RtI folder. A copy or a summary of the initial meeting minutes should be made available to parents and/or to other educators who may work with the student.

Meeting Information:

Student: _____ Grade/Room: _____ Meeting Date: _____

Start Time: _____ End Time: _____

Meeting Location: _____

Team Roles:

Facilitator: _____ Recorder: _____ Time-Keeper: _____ Case Liaison: _____

Others Attending: _____

Case Notes (Optional):
