



*Checklist for
Getting Started...*



BUSD's new school based RtI Teams can take steps early in the school year that will greatly increase its chances of success. By carefully setting up our RtI Team process and meeting procedures, informing teachers about the services that our team offers, and inventorying our school's intervention-related resources, our RtI Team will be far better prepared to take on challenging teacher referrals. The checklist below offers a framework for quickly establishing our RtI Team as an effective teacher support.

1. Establish a clear team process and meeting procedures. Within the first two weeks of the school year, each school based Rtl Team should:

- _____ ...select a regular meeting time that is most convenient for team members and referring teachers. Be sure to allow enough time in these sessions to meet on a child and, afterwards, to debrief as a group about the team's performance.
- _____ ...find a suitable meeting place. At minimum, the site selected for Rtl team meetings should offer privacy (to safeguard the confidentiality of information being shared about the referred student) and sufficient space to comfortably seat the referring teacher and other members of the intervention team.
- _____ ...establish a system for responding promptly to teacher referrals. Teachers should have convenient access to the referral forms. This can be done via e-mail letting teachers know who to contact and to request referral forms or make a referral. The Rtl team should also coordinate with the team at each site building that handles Special Education referrals to work out a method for deciding which initial teacher referrals may be more appropriate for the intervention team and which should instead be routed to the Special Education team.
- _____ ...work out procedures for communicating efficiently among all team members. Typically, the intervention team communication plan includes (1) procedures for all team members to review teacher referrals and related information prior to the initial meeting on the student, and (2) a uniform system for team members to use in communicating with the rest of the team (e.g., via staff mailboxes, email, telephone tree, general discussion time reserved at the end of weekly meetings).
- _____ Print and disseminate Aimsweb Reading probes and recording forms at each site when needed and schedule the following Aimsweb clinics throughout the school year to provide ongoing technical skills development for teachers and staff at each site:
 - Administration and Scoring (inter-rater reliability)*
 - Entering data as a regteacher*
 - Progress Monitor and Strategic Monitoring Probes (PMteachers)*
 - Strategies for Writing Individualized Goals in General Curriculum and More Frequent Monitoring*
 - Progress Monitoring*
 - Progress Reporting*

2. Publicize the Rtl team and its services to your faculty, other staff, and parents. Some tried-and-true methods for getting the word out to the school community about your intervention team include these ideas:

- _____ Schedule time at a faculty meeting early in the school year to present an overview of the Rtl Team to staff. During the presentation, members from the team can introduce themselves and describe the structured problem-solving process that the team uses to help teachers with struggling learners to come up with effective intervention ideas. The presenters might also hand out intervention-team referral forms and invite teachers to refer students.
- _____ Periodically present brief 'updates' about the intervention team at faculty meetings throughout the school year. One use of these updates would be to have teachers who have used your team and found its services to be helpful to share their success stories with their teaching colleagues.

- _____ Write up a short description of the Rtl team and place it in all teacher mailboxes. The description could include the names of staff who serve on the team, description of services or supports that you team offers, and procedures for referring a student to the intervention team.
- _____ Present a workshop on our Rtl team to your school's Parent Teacher Organization . Parents would appreciate knowing how the pre-referral Rtl team differs from other school teams and how this team can help struggling learners to be more successful. Each school may want to spread the word by mailing each parent a brochure or online electronic Rtl newsletter describing the intervention team and its role in promoting school success.
- _____ Schedule occasional professional-development 'clinics' during the school year (e.g., after school or during a Conference Day), at which Rtl Team members offer trainings to teachers on effective strategies to use for common referral concerns or use of the Aimsweb assessment and monitoring system. These clinics can be a great way to expand the skill base of all teachers at each site while publicizing the Rtl team as a consultation resource for teachers.

3. Create an inventory of resources at each site building that can be used by the Rtl team. Problem-solving teams can use all the help they can get when assisting teachers with student interventions. Here are some ideas to increase the intervention resources available to the Rtl team:

- _____ Make a list of locations around the school that can be used as space for interventions (e.g., places with adult supervision where cross-age peer tutoring can take place).
- _____ Write down the names of volunteers in your building who are willing to help with implementing and/or monitoring school-based interventions.
- _____ Create a directory of staff willing to serve on the Rtl team whose training or professional experience gives them expertise in key intervention topics (e.g., reading instruction, behavior management). Invite these staff to attend those team meetings in which the student's referral concern matches these staff members' area of expertise.

4. Try out the Rtl team roles and meeting procedures at least two or three times in actual meetings before accepting your first staff referral. It is a good idea for your team to practice its meeting skills before accepting referrals from all staff members. One 'safe' way for your new team to practice its problem-solving skills is to have team members refer a couple of students from their own classrooms to the intervention team. The referring team member, of course, will assume the role of the referring teacher in these practice meetings. In all other respects, however, these practice meetings follow the intervention problem-solving model and include these steps:

- _____ The referring Rtl team member completes a written teacher referral.
- _____ A case liaison is assigned to collect both classroom information and academic and behavioral-baseline data on the student prior to the initial team meeting.
- _____ A formal Rtl team meeting is scheduled, with at least 90 minutes reserved for discussion of the case.
- _____ Team roles (i.e., facilitator, recorder, case liaison, time-keeper) are assigned prior to the meeting.
- _____ Formal intervention and monitoring plans are developed at the initial meeting.
- _____ A follow-up meeting is scheduled to review the student's progress during the intervention.
- _____ Ample time is reserved at the conclusion of each 'practice' meeting for the team to debrief, with each member sharing his or her perceptions about what the team did well during the meeting and what areas of team-process may need improvement.