



Engaging the Student as an Active RTI Partner in the Intervention Planning Process

Schools should strongly consider having middle and high school students attend and take part in their own RTI Problem-Solving Team meetings for two reasons. First, as students mature, their teachers expect that they will take responsibility in advocating for their own learning needs. Second, students are more likely to fully commit to RTI intervention plans if they attend the RTI Team meeting and have a voice in the creation of those plans.

Before the RTI Team Meeting. The student should be adequately prepared to attend the RTI Team meeting by first engaging in a 'pre-meeting' with a school staff member whom the student knows and trusts (e.g., school counselor, teacher, administrator). By connecting the student with a trusted mentor figure who can help that student to navigate the RTI process, the school improves the odds that the disengaged or unmotivated student will feel an increased sense of connection and commitment to their own school performance (Bridgeland, Dilulio, & Morison, 2006).

A student RTI 'pre-meeting' can be quite brief, lasting perhaps 15-20 minutes. Here is a simple agenda for the meeting:

- *Share information about the student problem(s).* Share with the student information about the problems with academic performance or behavior that led to an RTI Team referral. For example, the student may be shown RTI referral forms from teachers documenting their concerns or review recent grade reports.
- *Describe the purpose and steps of the RTI Problem-Solving Team meeting.* Be sure that the student understands that the goal of the upcoming RTI Team meeting is to develop an intervention plan designed to help the student to be successful.
- *Stress the student's importance in the intervention plan.* Emphasize the key role that the student can and should play in designing the intervention plan. Here the school is only acknowledging the obvious: a middle or high school student holds most of the power in deciding whether or not to commit to an intervention.
- *Have the student describe his or her learning needs.* Consider using the attached structured interview *Pre-RTI Team Meeting Student Interview: Sample Questions* to collect information about the student's learning needs.
- *Invite the student to attend the RTI Team meeting.* Reassure the student that he or she will not be singled out or 'attacked' at the problem-solving meeting. Assure the student that the meeting's purpose is simply to develop a plan to help that student to do better in school.

During the RTI Team Meeting. If the student agrees to attend the RTI Team meeting, he or she participates fully in the meeting. Teachers and other staff attending the meeting make an effort to keep the atmosphere positive and focused on finding solutions to the student's presenting concern(s). As each intervention idea is discussed, the team checks in with the student to determine that the student (a) fully understands how to access or participate in the intervention element being proposed and (b) is willing to take part in that intervention element. If the student appears hesitant or resistant, the team should work with the student either to win the student over to the proposed intervention idea or to find an alternative intervention that will accomplish the same goal.



At the end of the RTI Team meeting, each of the intervention ideas that is dependent on student participation for success is copied into the *School Success Intervention Plan* (see below), which is then signed by the student, parent, and an adult school contact with whom the student has a positive connection. The student is directed to inform the assigned school contact if the student discovers that he or she is unable to carry out any element on the *School Success Intervention Plan*. The school contact person can then follow up to determine how to fix any problems encountered in the plan.

After the RTI Team Meeting. If the school discovers that the student is not carrying out his or her responsibilities as spelled out by the intervention plan, it is recommended that the staff member assigned as the RTI contact meet with the student and parent. At that meeting, the adult contact checks with the student to make sure that:

- the intervention plan continues to be relevant and appropriate for addressing the student's academic or behavioral needs
- the student understands and can access all intervention elements outlined on the *School Success Intervention Plan*.
- adults participating in the intervention plan (e.g., classroom teachers) are carrying out their parts of the plan.

If all evidence suggests that the student clearly has the capability to implement the intervention plan and that the student simply chooses not to do so, the adult contact should remind the student and parent that the intervention plan cannot work without the student's active cooperation. The student and parent are informed that the intervention plan will be discontinued if the student continues to refuse to comply but that the intervention plan can be reinstated immediately if the student decides once again to participate in the plan.

References

Bridgeland, J. M., Dilulio, J. J., & Morison, K. B. (2006). *The silent epidemic: Perspectives of high school dropouts*. Seattle, WA: Gates Foundation. Retrieved on May 4, 2008, from <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>



Pre-RTI Team Meeting Student Interview: Sample Questions

Directions. Set aside time before the RTI Problem-Solving Team meeting to meet individually with the referred student. Ask the following questions to better determine the student's learning needs. Record student responses and bring the completed questionnaire to the RTI Team meeting.

1. Which of your courses are the most challenging? Why?	
2. Describe how you study for quizzes and tests in your most challenging course(s).	
3. What strategies do you use to get help in your most challenging course(s)?	
4. Homework:	
a. Describe the physical setting in which you usually do your homework.	
b. How long do you typically work on homework each night?	
c. Do you have access to cell phones, TV, video games, or other entertainment while you do homework? If so, how frequently are you using them during homework time?	
d. How do you decide which homework assignment to do first?	
e. Do you spend time each night reviewing course notes or sections from your course textbooks? If so, about how much time do you usually spend doing this?	
f. What kinds of homework assignments do you like least or find most challenging?	



<p>5. What would you want your teachers to know about your strengths and challenges as a student?</p>	<p>Strengths:</p> <hr/> <hr/> <hr/> <p>Challenges:</p> <hr/> <hr/> <hr/>
<p>6. What are steps that you can take on your own to be more successful in school?</p>	
<p>7. What would you like to see as outcomes after the RTI Team meets to discuss your learning needs?</p>	



School Success Intervention Plan for: _____ Date: _____

The student agrees to carry out the strategies listed below to promote school success:	[Optional] If adults in school or at home will assist the student with a strategy, the ADULT responsibilities are listed below :	[Optional] Name of adult(s) assisting student with strategy
1. _____ _____	1. _____ _____	_____ _____
2. _____ _____	2. _____ _____	_____ _____
3. _____ _____	3. _____ _____	_____ _____
4. _____ _____	4. _____ _____	_____ _____

Signature of Student

Signature of Adult School Contact

Signature of Parent