

WCSD Response To Intervention Case Review

(Required for Consideration of Special Education Referral)

Directions: Check “YES” if the component is documented and meets the identified standard. Check “NO” if not.

Standard	Tier 2		Tier 3	
	YES	NO	YES	NO
Problem Identification (RTI-F001)				
▪ An initial problem was defined in observable measurable terms and was quantified.				
▪ Documented data from at least 3 sources converge to support the problem statement.				
▪ Student baseline data in the area of concern is collected using a measurement system with sufficient technical adequacy for ongoing frequent measurement, and includes a minimum of 3 data points with standardized procedures for assessment. Baseline data are graphed.				
Problem Analysis (RTI-F002)				
▪ Data from a variety of sources (RIOT) and domains (ICEL) were collected to consider multiple hypotheses for the cause of the identified problem. These data are documented.				
▪ A single hypothesis for the cause of the performance gap was selected. At least 3 pieces of data converge to support this hypothesis. At least one of these is quantitative.				
Plan Development (RTI-F003)				
▪ A data-based goal was established that describes the learner, conditions (time and materials for responding), expected performance, and a goal date. The goal is indicated on a graph.				
▪ The intervention selected meets federal definition of scientifically research-based intervention. The selected intervention directly addresses the specific identified problem and the hypothesis for the cause of the problem.				
▪ A written intervention plan was clearly defined that explicitly describes what will be done, where, when, how often, how long (per session), by whom, and with what resources.				
▪ A written description of the progress-monitoring plan was completed and includes who will collect data, data collection methods, conditions for data collections, and schedule.				
▪ A decision making rule was selected for use.				
▪ A plan evaluation meeting was set for no more than 8 weeks after the plan was established.				
Plan Implementation (RTI-F004)				
▪ The Intervention Plan was implemented as specified on Form RTI-3. Implementation verified during administrative/IAT “walk-through” or other observations.				
▪ Data were collected and graphed as stated in intervention plan. The required number of data points was collected.				
Plan Evaluation (RTI-F005)				
▪ Team documented agreement that the plan was carried out as intended.				
▪ Team determined and documented whether the pre-intervention performance gap decreased, increased, or stayed the same during the plan implementation phase.				
▪ Team decided to continue the plan unmodified, modify the plan, or terminate the plan and develop a new plan. Team documented this decision.				
Special Education Referral Guidelines – (to be considered only when all other boxes indicate “YES”)				
A. After implementation of at least two scientifically research-based interventions, student’s slope of growth continues to be below grade level target slope rates.				
B. After implementation of at least two scientifically research-based interventions, student’s level of performance continues to be at the 10 th percentile or below compared to national averages.				
C. Team determines that the student demonstrates educational needs that require resources more intensive than can be provided in general education.				

Team Signatures:

Administrator

School Psychologist

Intervention Implementer

Counselor

Parent

Team Member