

# Solution Tree | Press

## **How RTI Works in Secondary Schools: Building a Framework for Success**

*By Holly Windram, Kerry Bollman, and Sara Johnson*

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### **Study Guide**

This study guide is a companion to the book *How RTI Works in Secondary Schools: Building a Framework for Success* by Holly Windram, Kerry Bollman, and Sara Johnson. *How RTI Works in Secondary Schools* demonstrates how to expand RTI's implementation into the secondary school setting.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to implement RTI for a range of content areas within secondary schools.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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## **Chapter 1**

### **What Is RTI, and What Does It Look Like for Secondary Schools**

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1. What is the purpose of RTI?
2. What three components are primarily important to RTI implementation?
3. What is the single most important skill required of secondary school teachers in order to implement RTI? Why? How can teachers exercise this skill? What additional skills are also necessary?
4. Which federal mandates come into play when discussing RTI? What questions do these mandates raise regarding RTI implementation?
5. Explain the “cradle-to-prison pipeline.” How does the correlation between student achievement and future placement in society justify the push for RTI implementation?
6. Why are secondary schools often uniquely challenging environments for RTI implementation?

## **Chapter 2**

### **Getting Started: What Does It All Mean?**

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1. When schools with new RTI programs feel stuck, where is the problem often found?
2. What are the four types of assessment? How do they differ from one another?
3. How many students are served at each tier of intervention? How is instruction treated at each tier of the RTI pyramid?
4. What are the five steps of the St. Croix River Education District (SCRED) problem-solving process?
5. How is special education handled within the RTI framework?

## **Chapter 3**

### **The Steps of the RTI Journey: Creating Your Map**

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1. What belief marks the starting point of RTI?
2. How do different school cultures affect students? What is the “hidden curriculum”?
3. Why is it often more challenging to build consensus in secondary schools? How can a school leader strive to build consensus for RTI?
4. Who makes up a building-based RTI leadership team? What should you take into consideration while choosing members of a leadership team? What are the responsibilities of the leadership team?
5. What are the five roles or teams that the authors propose? What are the responsibilities of each team? Where do these teams fall according to the tiers of intervention?
6. What questions should be addressed at each step of the problem-solving process?

## **Chapter 4**

### **Tier 1 Assessment: Screening for Secondary Students**

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1. Explain *reliability* and *validity*. How do reliability and validity come into play when developing screening methods?
2. Are formative assessments and grades suitable screening methods? Why or why not?
3. What advantages do general outcomes measures (GOMs) have over curriculum-based measures (CBMs) with respect to screening?
4. What three methods do the authors suggest in order to determine cut scores? How do these methods differ from one another? What are the benefits of each method?
5. What are the four components the authors suggest for a comprehensive screening program? How can each of these components be implemented? What factors should be considered with each component?

## **Chapter 5**

### **Tier 1 Core Instruction: Academics**

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1. What percent of students should Tier 1 services reach? Why?
2. What obstacles typically stand in the way of effective Tier 1 implementation? How can you take each of these into consideration when developing your school or district's RTI framework?
3. How can your school or district work toward reaching more students with Tier 1 services? What strategies does the author suggest?
4. Why is reading such an important part of Tier 1 instruction? In what ways is the round-robin strategy detrimental to student learning? What other strategies might be more effective?
5. How can instruction strategies take student diversity into account?
6. What are some ways in which your school or district can assess the effectiveness of your Tier 1 services?

## **Chapter 6**

### **Tier 1 Core Instruction: Schoolwide Positive Behavior Supports**

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1. Explain positive behavior supports (PBS). What is their goal, and how do they work?
2. How are RTI and PBS different? In what ways are they similar?
3. What are the consequences of unresolved behavior problems in secondary schools?
4. What two aspects of schools require particular attention in order to implement PBS? How can each of these features be addressed?
5. How can we accurately assess whether or not a student is engaged? How should we reconsider engagement in order to better understand and reach students?
6. How can building relationships, creating a respectful classroom culture, and grading students daily each work as behavior improvement strategies?

## **Chapter 7**

### **Tier 1 Problem Solving: The Systems Level**

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1. Review figure 7.1 on page 90. What are the different stages of the problem-solving model? What should you ask at each stage?
2. What steps might be taken to identify the problem areas? Why is the screening system important?
3. What two areas are commonly considered in problem analysis?
4. Identify the different factors that affect goal writing, plan development, plan implementation, and plan evaluation. How does each factor come into play at the different stages? How can you take these factors into account while moving through the problem-solving model?
5. Compare Scenarios A and B described in the chapter. How does the problem-solving process serve a system in which Tier 1 instruction is working? How does the process address the problem in a system in which Tier 1 is not effective?



## **Chapter 8**

### **Tier 2 Assessment: Progress Monitoring Options**

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1. Explain the four types of screening outcomes. What is the goal of screening in terms of balancing the four outcomes? What are some characteristics of a good screener?
2. Why is frequent monitoring important? How might you decide whom to monitor?
3. What are curriculum-based measures (CBMs)?
4. How frequently do the authors recommend that data be collected? Why?
5. What questions must leader groups answer in order to design their progress monitoring plan?
6. What are the benefits of spreading out scoring and limiting scoring to a smaller group? What steps are involved in scoring assessments, and what must be considered at each step?
7. How is progress monitoring different for social and behavioral concerns, as compared to academic concerns? Why?

## **Chapter 9**

### **Tier 2 Supplemental Instruction: Standard Treatment Protocol**

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1. Why is it necessary to alter the master schedule? How should you go about reorganizing the schedule? What are some restructuring options that can assist your school or district in making time for intervention?
2. What is a standard treatment protocol (STP)? What are the benefits of STP?
3. What topics should be considered for Tier 2 STP instruction? How can each of these topics be addressed?
4. Why are reading and math intervention each important? What are some STP options in each of these academic areas?
5. Explain check-in/check-out interventions. What are the goals of these interventions, and how are they implemented?
6. Consider the “Chisago Lakes High School Check and Connect Program.” How was the problem-solving model used to develop this program? What was considered and revealed at each step?

## **Chapter 10**

### **Tier 2 Problem Solving: Managing Supplemental Interventions**

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1. How can you determine the list of students that should receive Tier 2 interventions?
2. In what way can problem analysis lend efficiency to Tier 2 interventions?
3. What does plan development look like at the Tier 2 level?
4. Explain implementation fidelity. What are some strategies you can use in order to maintain implementation fidelity?
5. What is assessed during plan evaluation at the Tier 2 level?
6. Who makes up the problem-solving team? What kinds of questions must the team answer? What strategies can the team use to stay on task?

## **Chapter 11**

### **Tier 3 Assessment: Data That Drive Instruction**

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1. Should Tier 3 monitoring occur more or less often than monitoring for standard interventions? Why or why not?
2. What grade level of materials do the authors recommend for monitoring low-performing students? Why?
3. What is the purpose of diagnostic assessments? What are some concerns regarding formal diagnostic assessments? What are some alternative methods?
4. What are the “Daly 5”? How can these hypotheses aid in problem analysis?
5. What is the purpose of a functional behavior assessment (FBA)? How does the FBA process work? How does an FBA differ from a functional analysis?

## **Chapter 12**

### **Tier 3 Instruction: Intensive Support for Complex Learners**

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1. How do goals and plans change from Tier 2 to Tier 3?
2. In what ways might instruction at the Tier 3 level become more personalized?
3. Explain figure 12.1 on page 161. What two variables should be considered when assessing needs and resources?
4. How can Tier 3 instruction become appropriately intense? What can you ask during the design stage in order to ensure appropriate intensity? What can this question reveal about your intervention plan?
5. What are some options for helping students to achieve both basic skills and grade-level standards?

## **Chapter 13**

### **Tier 3 Problem Solving; Managing Intense Interventions**

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1. What new problems, questions, and resources come into play at each step of the problem-solving model in Tier 3 implementation?
2. What does the problem-solving model look like when applied at team meetings? How much time is spent on the model at meetings?
3. What questions should teams answer when documenting product?
4. How can facilitators make important process and decision information explicit to teams?
5. How can the Problem-Solving Team Effective Behaviors Monitoring Form be used?  
What are its benefits?

## **Chapter 14**

### **RTI and Special Education Entitlement Under SLD**

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1. Which disability label is most common? Why can this category be controversial?
2. How can effective RTI implementation assist educators in making special education referrals?
3. What occurs at each of Fuchs and Fuchs's three phases?
4. How did the St. Croix River Education District (SCRED) address *level* and *slope* in its guidelines?
5. According to SCRED's guidelines, which students may be considered for exit from special education services?
6. Consider the data presented in figure 14.2 on page 195. What do the authors conclude is the cause of the decreasing LD rate?
7. What questions should the problem-solving team ask when making special education referrals?