

## RTI at Work Pro-Solve Intervention Monitoring Plan: Tier 1 and Tier 2

REPRODUCIBLE

Student: \_\_\_\_\_ Meeting date: \_\_\_\_\_  
Participant: \_\_\_\_\_

	Targeted Outcomes	Desired Outcomes	Intervention and Action Steps	Who Takes Responsibility	Data Point 1	Data Point 2	Data Point 3	Data Point 4	Data Point 5
Led by Teacher Teams	Essential standards								
	Immediate prerequisite skills								
	English language								
Led by Schoolwide Teams	Academic behaviors								
	Social behaviors								
	Health and home								

Next meeting date: \_\_\_\_\_

Note that the team completes the first three columns of this chart—Desired Outcomes, Intervention and Action Steps, and Who—as part of the design of the supplemental Tier 2 interventions. In the team’s follow-up progress monitoring meeting, team members collect a series of data points in order to document an individual student’s progress. Depending on the nature of the essential standard, data points might include results from a curriculum-based measurement (grades 1 and 2), three out of four correct on selected-response items, or a rubric score of four out of five, representing the team’s definition of mastery.

Source: Buffum, A., Mattox, M., Weber, C., & Hierck, T. (2015). Uniting academic and behavior interventions: Solving the skill or will dilemma. *Bloomington, IN: Solution Tree Press.*