EDU 108/208A: Introduction to Exceptional Learners
Mount Saint Mary's University
Responding To Interventions, RTI Task 4 = 10 pts

1. From **work samples**, look for what is interfering with their productivity; are they learning but not showing it, or are they not able to connect to the instructional setting and are cognitively "disconnected". Can you identify his preferred learning modality?

2. Carefully **review the student's cum folder**. Look for a ==history of performance==. How consistent were the test scores over the years? Has their life been stable or instable? Have they been healthy or have there been medical needs? Have they been socially stable or have they demonstrated inconsistent behaviors? What other information has been stored in the cum from other service providers or agencies? Has a Student Study Team (SST) meeting been conducted in the past? Has he received any documented RTI development?

3. Read **prior teachers' comments** to ==determine patterns of strengths and needs.==

4. How have **parents** ==been involved==? What can you glean from this information?

Working with the Special Education Teacher:

5. What does the special education teacher know about this child (my **interview** from earlier in the semester)?

RTI Plan development (Collaboration with _____)

6. After analyzing all data, <u>identify</u> the **specific problem** and begin the ==problem solving process==.

7. What **interventions** can be used to support this student's success? Include at least <u>two details</u> from our RTI Module. You may also reference our "==Nine Ways==" handout. Make sure to cite your choices.

8. Develop a REASONABLE timeline to ==teach this intervention== and use it. <u>Include frequency, intensity and duration</u>. Does the child need a PBSP with incentives? How can you incorporate his strengths?

9. When will you **re-evaluate** the situation? Weekly? After 4 to 8 weeks will you convene an SST meeting to determine if it is necessary to consider special education assessment? According to the <u>processing deficit chart below.</u> What do you **suspect** as ==possible learning==

http://www.ldonline.org/article/Understanding_Processing_Deficits