

Using the RTI Approach with Gifted Underachievers

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Defining Gifted Underachievers:

- ▶ *Underachievement can be defined as a discrepancy between the child's school performance and some index of his or her actual ability. (Rimm)*
- ▶ *When a child with a high IQ has low grades or marks in school. (Ziv)*
- ▶ *A gifted underachiever is one who has high academic and intellectual potential but is not working up to his or her ability. This student often sees or hears "YOU CAN DO BETTER", but for a variety of reasons continues to do less than he or she is capable of doing. (Coil)*

The Response to Intervention/Instruction (RTI) Approach

RTI began as a special education initiative that emphasizes the need for prevention strategies in the general education classroom. It was conceived as a way to help struggling students before they were referred for special education services. Like many good ideas in education, this approach has now been adapted to other types of students because it provides a framework for responding to the needs of all students, including gifted students, in the general education classroom, in small groups and individually as the need arises.

The RTI approach, which includes problem solving, quality assessments, individualized strategies, differentiated curriculum, pre-assessment, formative assessment and progress monitoring is an approach that can benefit gifted underachievers.

Gifted Underachievers & RTI: Connections

- Gifted underachievers may need interventions in both behavioral and academic areas.
- Gifted students' behavior problems are often caused by a lack of motivation. RTI provides a way look at possible causes and monitor interventions to see if they work in improving both behavior and motivation.
- Causes of underachievement include low self-esteem, fear of failure, negative peer pressure and a lack of self-confidence. These can result in gifted students doing poorly in school. The RTI approach helps in targeting such behaviors and providing interventions to deal with them.
- Underachievement may stem from lack of organization, time management or study skills. Specific interventions to meet these needs can be planned, implemented and monitored through the RTI approach.
- Gifted underachievers need interventions to keep them focused, interested and alert so that they do not become bored with school and/or become mental or actual drop-outs.

Recommended resource for this workshop is:

Differentiation, RTI and Achievement: How They Work Together by Carolyn Coil

Interested in a workshop?

Bring Carolyn to your school!

Contact Emily at 1-800-729-5137 for more information.

Introduction to the Coil RTI Progress Monitoring Form

Coil RTI Progress Monitoring Form™
Need/Concern or Intervention _____

Student's Name _____

Targeted Skill, Knowledge or Behavior

Pre-assessment: (Record all that apply)				
Date(s) of Pre-assessment _____				
Test score(s) _____	a	Checklist Indicator(s) _____	b	
Observation(s)				
<div style="border: 1px solid black; width: 20px; height: 20px; margin-left: 20px; display: flex; align-items: center; justify-content: center;">c</div>				
Performance Assessment				
Below expectations.....Exceeds Expectations				
<div style="border: 1px solid black; width: 20px; height: 20px; margin-left: 20px; display: flex; align-items: center; justify-content: center;">d</div>				

The *Coil RTI Progress Monitoring Form™* has the following types of assessments:

- a. Test scores
- b. Checklist indicators
- c. Observations
- d. Performance assessments

To monitor student progress, use as many of these assessments as appropriate throughout the monitoring process.

Taken from *Differentiation, RTI and Achievement: How They Work Together* ©2009 by Carolyn Coil
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RTI Behavioral Characteristics Checklist

Directions: *Rate the targeted student using the following indicators.
You may leave some items blank.*

W = Weak in this area
I = Improving in this area
S = Strong in this area

Name of student: Melinda

- 1. Has a high, yet realistic self-concept.
- 2. Practices self-discipline and self control.
- W 3. Has a positive attitude about school.
- 4. Attempts to display appropriate behavior in school.
- 5. Listens to those in authority over him/her.
- 6. Communicates problems and concerns to teachers and others in authority
- 7. Works to turn failures into successes.
- 8. Can see that failures are opportunities for learning.
- 9. Exhibits flexible thinking about his/her behavior and problems.
- 10. Takes responsibility for problems and does not put all the blame on others.
- 11. Recognizes his/her contribution to negative situations.
- 12. Functions well in a group working on a constructive project.
- W 13. Has a close friend(s) with whom he/she shares similar (socially acceptable) interests.
- W 14. Has friends who are achievers and have positive attitudes about school.
- W 15. Uses influence over others in a positive way.

Specific behaviors can be identified and targeted by using this checklist. You can also identify patterns of positive or negative behaviors.

Coil RTI Progress Monitoring Form™

Negative Peer Pressure

Student's Name Melinda

Targeted Skill, Knowledge, or Behavior

- Resisting negative peer pressure
- Choosing appropriate friends and students with which to work

Pre-assessment: (Record all that apply)

Date(s) of Pre-assessment _____

Test score(s) 50-70% Checklist Indicator(s) Behavioral Characteristics: 3, 13, 14, 15
 (Range of scores on classroom tests) weaknesses

Observation(s)

This student is heavily influenced by her friends all of whom do poorly in school.

Performance Assessment

Below Expectation.....Exceeds Expectations

Student only has friends who are not achievers, hate school and do no work at home or at school.	Student understands that his friends are not helping him and would like to change.	Student works with an achieving partner of the same ability level and is successful in his work.	Student has friends in school who are achievers and with whom he studies before tests.	Student is able to influence his non-achieving friends to do better in school and exerts positive peer pressure on them.
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Strategies or Interventions: (Describe or list below)

<u>Intervention or Strategy</u>	<u>Person Responsible</u>	<u>Timeline</u>
1. Pair student with Big Sister	Big Sister Community Coordinator	3 months
2. Bibliotherapy: Use books and stories about positive friendships	Language Arts teacher Guidance counselor	6 weeks
3. Whole class activity about friendships	Classroom Teacher	1-3 days

Formative Assessments (*Monitoring the Student's Response to Negative Peer Pressure Interventions*)

Date after 2 weeks

Test score _____ Checklist Indicator(s) _____

Observation(s)

Two meetings with her Big Sister have been very positive. Melinda's attitude toward school is more positive. Melinda smiles and laughs more than before.

Performance Assessment

Below Expectation Exceeds Expectations

Student only has friends who are not achievers, hate school and do no work at home or at school.	Student understands that his friends are not helping him and would like to change.	Student works with an achieving partner of the same ability level and is successful in his work.	Student has friends in school who are achievers and with whom he studies before tests.	Student is able to influence his non-achieving friends to do better in school and exerts positive peer pressure on them.
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Date after 1 month

Test score(s) 80-85% Checklist Indicator(s) Page 17 – Number 15 now a strength
(Range of scores on classroom tests)

Observation(s)

This student has made friends with three other girls who are achievers. They study in class together on a regular basis. Friendship started after whole class discussion about friends and study partners.

Performance Assessment

Below Expectation Exceeds Expectations

Student only has friends who are not achievers, hate school and do no work at home or at school.	Student understands that his friends are not helping him and would like to change.	Student works with an achieving partner of the same ability level and is successful in his work.	Student has friends in school who are achievers and with whom he studies before tests.	Student is able to influence his non-achieving friends to do better in school and exerts positive peer pressure on them.
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Date after 6 weeks

Test score(s) 80-85% Checklist Indicator(s) Page 17 – 8 & 15 are now strengths
(Range of scores on classroom tests)

Observation(s)

Guidance counselor reports that the bibliotherapy sessions have resulted in this student sharing some of her problems about friendships and family life. Others in the group have been supportive. Student speaks highly of her Big Sister.

Performance Assessment

Below ExpectationM Exceeds Expectations

Student only has friends who are not achievers, hate school and do no work at home or at school.	Student understands that his friends are not helping him and would like to change.	Student works with an achieving partner of the same ability level and is successful in his work.	Student has friends in school who are achievers and with whom he studies before tests.	Student is able to influence his non-achieving friends to do better in school and exerts positive peer pressure on them.
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Summarize the Student's Response to Negative Peer Pressure Interventions

1. Test scores have improved significantly (from 50-70% to 80-85%).
2. Big sister has been a positive influence. Grades, projects, and test scores are at mastery or above since Big Sister began working with her.
3. Study groups with achieving peers have helped this student study more effectively.

Decision:

Continue these interventions as needed and appropriate

Continue relationship with Big Sister, continue study groups with achieving peers.

Modify the intervention:

Select / implement a new intervention

Move to the next tier (Tier _____)

Refer for other special services:

RTI Organization Checklist

Directions: *Mark a check under Yes or No to indicate how organized this student is.*

Name of student: Jack

No	Yes	
___	___	1. There are things in his/her locker, backpack, desk, or cubby that haven't been looked at in a month or more.
___	___	2. At home, she/he has a pile of books, comic books, magazines, or videos that have been recorded that she/he hasn't read or seen yet but is going to do some day.
___	<u>X</u>	3. This student never writes down assignments because he/she thinks he/she can remember everything that is important.
___	<u>X</u>	4. He/she forgets about long-range assignments until it's too late to do a good job on them.
___	___	5. This student's parents keep track of his/her schedule of after-school activities, and the student just does whatever they tell him/her to do.
___	<u>X</u>	6. Once a week or more, this student leaves at home at least one of the following: materials needed for class, homework, notes that should be signed, agenda books, etc.
___	___	7. This student has a hard time keeping track of his/her keys, glasses, purse, wallet, jacket, shoes, hat, or other things he/she can't leave home or school without.
___	___	8. This student has trouble remembering important dates like anniversaries, birthdays, class field trips, test dates, etc.
___	___	9. When this student starts on an assignment or project, he/she has a hard time completing it because of getting distracted easily.
___	___	10. This student is very disorganized but is motivated to learn organizational skills.
___	___	Totals

SCORING

10, 9 or 8	Yes – This student has major problems with organization!
7 or 6	Yes – This student needs to develop additional organizational skills.
5, 4 or 3	Yes – This student has good organizational skills but can still improve.
2, 1 or 0	Yes – This student has excellent organizational skills!

This checklist helps to pinpoint areas where students need assistance in becoming more organized. If you look at the items marked "Yes," you will see which areas are organizational problems for an individual student.

Coil RTI Progress Monitoring Form™
Organizational Skills

Student's Name Jack

Targeted Skill, Knowledge, or Behavior

- Organizing time, materials, and events
- Planning and prioritizing assignments, dates, and schedules

Pre-assessment: (Record all that apply)

Date(s) of Pre-assessment _____

Test score(s) _____ Checklist Indicator(s) Organization Checklist: 'Yes' for Numbers 3, 4, 6

Observations

Jack rarely writes down assignments. He often forgets to bring books, note books, paper, pencils, or other needed items to class. He struggles to complete long-range assignments due to procrastination.

Performance Assessment

Below Expectation.....Exceeds Expectations

Demonstrates no skill in organizing materials, time, assignments or events.	Writes down assignments but procrastinates in doing them; often loses or does not have materials.	Completes short-term assignments, has most needed materials but does not plan long-term.	Completes short and long-term assignments in a timely manner; has needed materials and uses time wisely.	Plans schedule to include all priorities, completes all long and short term assignments, has needed materials, and uses time wisely.
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Strategies or Interventions (Describe or list below)

<u>Intervention or Strategy</u>	<u>Person Responsible</u>	<u>Timeline</u>
1. Use "TO DO" Mindmap and "Assignments To Do" list. Monitor both to see which works better in helping Jack write down and complete assignments.	Classroom teacher	6 weeks
2. Use a School Supplies Checklist attached to Jack's backpack to check materials needed at school and at home.	Jack and parents	6 weeks

Formative Assessments (*Monitoring the Student's Response to Organizational Skills Interventions*)

Date After 2 weeks

Test score _____ Checklist Indicator(s) _____

Observation(s)

Used the "TO DO" Mindmap for writing down assignments. This has helped Jack write down all major assignments and complete 50% of them over a two week period. Procrastinates therefore does not complete the other 50%.

Performance Assessment

Below Expectation.....Exceeds Expectations

Demonstrates no skill in organizing materials, time, assignments or events.	Writes down assignments but procrastinates in doing them; often loses or does not have materials.	Completes short-term assignments, has most needed materials but does not plan long-term.	Completes short and long-term assignments in a timely manner; has needed materials and uses time wisely.	Plans schedule to include all priorities, completes all long and short term assignments, has needed materials, and uses time wisely.
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Date After 4 weeks

Test score _____ Checklist Indicator(s) _____

Observation(s)

Used the "Assignments To Do" list with less success than the "TO DO" Mindmap. Assignments completed 40% of the time. Brings most materials. Uses School Supplies Checklist regularly. Parents report that Jack is remembering to do this on his own.

Performance Assessment

Below Expectation.....Exceeds Expectations

Demonstrates no skill in organizing materials, time, assignments or events.	Writes down assignments but procrastinates in doing them; often loses or does not have materials.	Completes short-term assignments, has most needed materials but does not plan long-term.	Completes short and long-term assignments in a timely manner; has needed materials and uses time wisely.	Plans schedule to include all priorities, completes all long and short term assignments, has needed materials, and uses time wisely.
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Date After 6 weeks

Test score _____ Checklist Indicator(s) _____

Observation(s)

Used the "TO DO" Mindmap to write down assignments. Had a 70% completion rate on short-term assignments. Brings materials to class consistently each day.

Performance Assessment

Below Expectation.....Exceeds Expectations

Demonstrates no skill in organizing materials, time, assignments or events.	Writes down assignments but procrastinates in doing them; often loses or does not have materials.	Completes short-term assignments, has most needed materials but does not plan long-term.	Completes short and long-term assignments in a timely manner; has needed materials and uses time wisely.	Plans schedule to include all priorities, completes all long and short term assignments, has needed materials, and uses time wisely.
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Summarize the Student's Response to Organizational Skills Interventions

1. Three interventions were tried with this student during a six-week period.
2. The "TO DO" Mindmap was more effective (70% completion of assignments) than the "Assignments To Do" list (40% completion of assignments).
3. School Supplies Checklist attached to this student's backpack worked well in reminding him to bring needed materials to class. This intervention was monitored by Jack's parents who report that by the end of six weeks he is checking the School Supplies Checklist on his own before leaving for school each day.
4. Jack still needs to work on completing short-range assignments and needs to begin an intervention for long-range assignments.

Decision:

Continue these interventions as needed and appropriate

Modify the intervention:

Use an intervention for writing down assignments to focus on long-term assignments of 2 weeks or more.

Select / implement a new intervention

Move to the next tier (Tier _____)

Refer for other special services: