



**Collier County Public Schools
Response to Intervention
Problem Solving Discussion Guide**

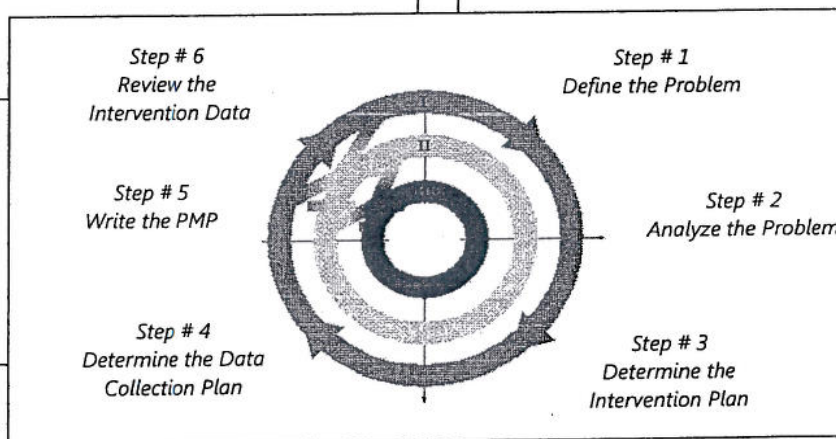
Step #1: Define the Problem

Explain the data that reveals the problem.

- Are multiple sources of data being considered?
 - Attendance/Behavior (View Demographics– Monthly Absences Report in DW), school history, vision screening, hearing screening, retention/progression data?
- Is there a pattern of performance evidenced in the data?
- Are there other students experiencing the same problem? (consider group PMP)
- What percentage of the class/grade level is successful in this area?
- Has the student been taught in this area?
- Do we have enough information to determine the problem?
- If not, use RIOT and collect more information. Repeat this step.

Step #2: Analyze the Problem
Why is this problem occurring?

- Are there intentional non-learner signs (choosing not to engage in learning) or motivation issues present?
- Are there failed learner signs (lack of academic skills) present?
- Are students displaying a combination of both intentional non-learner and failed learner signs?
- Do we have control over the identified reason (barrier)? (ie. instruction, curriculum, environment)
- Within the group of students exhibiting the problem, is the reason for the problem (the barrier) the same?
- If yes, keep them together as a group.
- If no, separate into groups according to the reason for the problem.
- Create a hypothesis/prediction statement: *The problem is occurring because _____. If we did _____, the problem would be reduced.*
- Invite parents into the problem solving process.
- Do we have enough information to determine the reason for the problem?
- If not, use RIOT and collect more information.



Step #3: Determine Intervention Plan

What intervention plan can meet the needs of these students?

- Review hypothesis/prediction statement.
- Identify an effective research-based or evidence-based intervention (one that has been effective for students with this same problem and barrier).
- What intervention can be implemented in the regular classroom with available resources?
- Outline the intervention, materials, frequency (how often), intensity (group size and/or duration), location, and person implementing. This information will be used to write the PMP.
- Is this intervention something every student would benefit from?
 - If yes, consider a whole class intervention.
 - If no, consider a small group intervention.
- Do we have enough information to plan the intervention in detail?
- If not, use RIOT, collect more information and revisit this step.

Step #4: Determine the Data Collection Plan

How will we know if our intervention was effective?

- What is our progress monitoring tool?
- Does it effectively address the reason for the problem (barrier)?
- What skills should the student be able to apply in the regular classroom as a result of the intervention?
- Is there more than one way to measure the effectiveness of this intervention?
- How much growth would we expect over how much time, given the intervention we have planned?
- Determine the graphical representation of a positive response, a poor response.
- Identify the schedule for data collection.
- Identify person(s) responsible for collecting and entering progress monitoring data.
- Determine schedule for review.
- Record meeting notes in *PLC TEAM MEETING LOG*.

Step #5: Write the PMP

Student PMP's are written and saved in Data Warehouse.

- Write group PMP's across teams when possible.
- Tier: Select the Tier for the PMP (Tier 2 or Tier 3)
- **IDENTIFIED PROBLEM** Use data to explain and define the problem, including comparison data if possible.
- **VERIFIED HYPOTHESIS/PREDICTION STATEMENT**
- **INTERVENTION PLAN** Include adequate and appropriate details so that the plan can be implemented should the student move to another CCPS school.
- **PERSON RESPONSIBLE** Include names of teachers and their roles (classroom, ESE, coach, etc.) when appropriate to show shared responsibility for the intervention.
- **FREQUENCY OF INTERVENTION** Try to be as specific as you can. (Twice a week– Tuesday & Thursday)
- **INTENSITY OF INTERVENTION** Try to be as specific as you can. (20 minutes each session)
- **MONITORING PLAN** Note schedule for progress monitoring. Indicate how progress monitoring data will be collected, entered, and who will have that responsibility.
- **ADD AN ASSESSMENT DATE(S)** Identify and/or create custom assessments for dates in assessment schedule.
- Plan when the group will meet to review intervention data.
TEAM MONITORING ~ PLAN FUTURE REVIEW
- Schedule a parent conference to review intervention plan.
TEAM MONITORING ~ LOG PARENT CONFERENCE
- Schedule/Plan for *FUTURE REVIEW DATES*.

Step # 6: Review Intervention Data

What does the data tell us about the students' responses to the intervention?

- Analyze graphical progress monitoring data.
- Use a Progress Monitoring Data Guide to help you know if the students' responses were positive, questionable, or negative.
- Determine the next steps based on the response to the intervention (see Progress Monitoring Data Guide).
- Do all of the students in the intervention group response similarly to the intervention?
- If yes, apply your next steps to all of them in the same way.
- If no, separate them in how you determine the next steps according to their needs.
- Can the intervention be faded for successful students?
- Review problem-solving process again to adjust or revise PMPs.
- Edit the current PMP as needed, save, and click "yes" that the intervention is changing in order to get a change line on the graph. *REVISE PMP with CHANGE LINE*
- According to the data, if the problem is resolved, the PMP can be made inactive in Data Warehouse. All PMP's, those edited and those made inactive, remain historical in Data Warehouse. *INACTIVATE PMP*– Select the reason for making this PMP inactive
- Schedule a parent conference to discuss actions taken. *TEAM MONITORING ~ LOG PARENT CONFERENCE*
- Record meeting notes in *PLC TEAM MEETING LOG*

DATA WAREHOUSE

- You can access My RTI's Help Page by hovering over the RTI Tab, using the drop down menu, and then selecting My RTI Help Topics.
- The calendar next to the student's name will display all assessments and conferences that are assigned to the particular student. The name of the student is displayed on the top of the calendar. This includes conferences, observations, data chats, meetings, custom assessments and online tests.
- The "My Calendar" tool on the My Rtl tab is your calendar. Your name is displayed on the top of the calendar. You can view all assigned assessments, meetings and conferences. You can click an event on the calendar to edit the date or title or to remove this assessment from your calendar. You can click on an assessment to edit or remove it.
- For more Data Warehouse Information, including help sheets and recorded webinars, see the Data Warehouse folder in Angel Rtl for Everyone.
- The Formative Assessment Area can be used twice a month to collect data. This data will be transferred to the customized report and the Rtl graphing pages.

The central question is not:

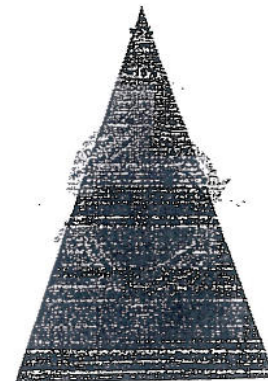
"What about the students is causing the performance discrepancy?"

but

"What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?"

This shift alters everything else

Ken Howell



How to best utilize Common Planning time (Thursdays – Weekly):

- ✓ Developing Standards Based Lesson Plans
- ✓ Developing Common Assessments
- ✓ Reviewing Student Data
- ✓ Developing/Implementing Centers
- ✓ Reading/Writing Initiatives (*Intertextual Triads/Timed Writing/Complex Text, etc.*)
- ✓ Developing Higher Order Questions
- ✓ Creating Meaningful Academic Practice
- ✓ Grading Best Practices
- ✓ Sharing +/- of strategies used in classroom
- ✓ Discussion of possible additional resources needed
- ✓ Questions

PLC Reflection

PLC's are the hub of Rtl and a secret to its' success!

To build capacity for PLC's for next year...

- Learn a new data collection method/skill
- Cross train and share skill knowledge
- Review team learning for the year...what worked for us? What might work better?
- Use new problem-solving guide...give feedback to Rtl Contacts for me
- Set goals for next year... According to the data, what are some areas of instruction we want to improve next year? What are our PLC growth goals?
- PS/Rtl Learning... what can we learn over the summer to improve as a team?

Possible Questions for PLC's to Ask...

- What tools/resources do we currently have, where are they, and are teachers aware of them?
- How can we work smarter (not harder)? Think outside the box...
- How can we improve staff buy-in and ownership of Rtl and PBS?
- Are we using PBS to help us solve both academic and behavior problems? What other school wide issues can we address using PBS?

Team: _____

**Team Nomination Form
Lunch Bunch**

- **The Lunch Bunch is a Tier III Intervention that specifically re-teaches behavior skills and expectations through Leaps Lessons. This program is for students with repeated behavior issues and several referrals. The students attend 10 skill-building sessions during lunch. After the program, they are rewarded with lunch of their choice, if they do not receive a referral for 3 weeks. Many students have experienced success with this program.**

As a team, please nominate 3-5 students you think would benefit from this program. 10 students will be chosen for this program at this time, but it will be offered again.

Name:
1.
2.
3.
4.
5.

***Please return to Mrs. Knutowski by Friday, January 14th either through mailbox or electronic delivery. ☺**

Please complete and return to
Mrs. Knutowski's Mailbox or send
electronically by:
Wednesday, November 10.

Teacher Nomination Form
ROAR Program

Teacher Name: _____

Grade(s) Taught: _____

Subject(s) Taught: _____

Date: _____

Step 1: The first step is to identify all students across your day who are of concern to you on one of two categories of inappropriate behavior: **externalizing and internalizing behaviors.**

- **Externalizing** behaviors are those behaviors that are displayed outwardly by the child towards an external social event in the environment. **Externalizing behaviors typically occur too often or too much. Examples include aggression towards people, animals, or things; arguing; defiance; out of seat; calling out; tantrums; non-compliance; hyperactivity; stealing; and not following directions.**
- **Internalizing** behaviors are those behaviors that are displayed inwardly towards the self. Internalizing behaviors typically are self-imposed, do not occur frequently enough, and appear to allow the student to avoid social events. **Examples include not interacting with other people, overly shy or timid, withdrawing or avoiding social situations, fearful; and not standing up for one's self.**

Step 2:

- Circle "Y" if you have academic concerns about this student. Example: Failing Grades, incomplete assignments
- Circle "Y" if you have personally taught the expectations to the student. "Personally taught" is defined as: Having discussed each school-wide expectation one-on-one with the student, after which the student demonstrates an understanding of each of the concepts.
- Circle "Y" if you have personally given a School-wide PBS reward to the student (Ex. Euros)

Student Name	Grade	Externalizing or Internalizing	Academic Concerns	Personally taught expectations	Personally given a school wide reward
		E or I	Y or N	Y or N	Y or N
		E or I	Y or N	Y or N	Y or N
		E or I	Y or N	Y or N	Y or N
		E or I	Y or N	Y or N	Y or N
		E or I	Y or N	Y or N	Y or N
		E or I	Y or N	Y or N	Y or N
		E or I	Y or N	Y or N	Y or N
		E or I	Y or N	Y or N	Y or N
		E or I	Y or N	Y or N	Y or N
		E or I	Y or N	Y or N	Y or N

