



SCRED Best Practices Manual

Volume 1: Response to Intervention and Problem Solving Guide

Inside

	Page
I. Introduction	2
• Best Practices	
• SCRED Model of Service Delivery	
○ Assessment	
○ Instruction	
○ Problem-Solving/Organization	
○ Law	
○ Research, Law, and Best Practice	
II. Problem-Solving (formerly called the "pre-referral process")	7
• Problem Identification	
• Problem Analysis	
• Plan Development	
• Plan Implementation	
• Plan Evaluation	
III. Response to Intervention	11
• Tier 1	
• Tier 2	
• Tier 3	
• How does Special Education fit in?	
• Incidental Benefit	21
• Appendices	22
• Definitions/Terms	
• SCRED Problem-Solving forms	24

*"We have to teach the children we have;
Not the children we used to have
Not the children we want to have
Not the children we dream to have"*

- Woodrow Wilson

"...Get ahead of the law and help it catch up"

-Maynard Reynolds, Professor Emeritus of Special Education, 1993

"Research indicates that 85% of students served by problem-solving teams do not need further evaluation for special education!"

Hartmann & Faye, 1996

"In an effective RtI system, special education is neither the placement to be avoided at all costs nor is it the catch-all for any student who is difficult to teach. Rather it operates as an integral part of the system."

Johnson, Smith, & Harris, 2009. *How RtI Works in Secondary Schools*

"School organizations can be effective, equitable, and adaptable...when...their members are thinking and acting more like problem solvers than performers"

Introduction

The St. Croix River Education District has a long and proud history of delivering exemplary services to all learners. The SCRED mission statement sets the stage for this:

Through the actions of its administrators and governing body, and through partnership with other service agencies, SCRED will strive for equity and high outcomes for all learners by facilitating cooperation, collaboration, communication and collective excellence for all it's members.

SCRED has maintained high standards and achieved significant outcomes for students based on a commitment to implementing best practices. What constitutes "best practices" has evolved considerably in the past several decades as driven by both research and law.

Best Practices

We have come a long way from advocating for the separation of students with disabilities from those students who are not classified as disabled to understanding that most students can derive benefit from receiving their instruction through general education efforts. In order to accomplish this, "general education" and "special education" are no longer defined as places, but indicate the degree of instructional intensity needed to drive adequate education progress (Tilly, 2008). We have also moved to importing science into educational practices to the greatest extent possible (Tilly III, 2008), and toward a system that conceptualizes instruction in the areas of academic, behavioral, and social/emotional skills in a parallel manner. Through this evolution, we have moved from a framework with only general and special education options toward an organizational framework that provides a continuum of options across general and special education designed to meet the needs of all students. This multi-tiered service delivery framework offer the most efficient, effective option for delivering instruction on academic, behavioral, and social/emotional skills to all students. Tier 1, or core instruction is the provision of core or universal practices. These practices apply to all students in all settings and are preventative and proactive. In Tier 2, supplemental, targeted assessment and instruction is provided to students for whom the core instruction was not effective to drive meaningful educational progress. Tier 3 is where intensive assessment and instruction is provided for students for whom Tier 1 and Tier 2 services are not effective to drive

meaningful education progress. There are several trends that have driven our practices in these directions. They are described below.

Ten Important Trends

1. ***Service delivery has moved from child-based to family-based.*** The child does not operate on an “island;” instead, school practitioners are called upon to consider all settings, relationships, and systems that affect children’s educational experiences and developments.
2. ***Our educational services are outcome driven rather than resource driven.*** This is an area where SCRED schools have been pioneers with their use of CBMs, scientific-research based instruction, and a research-based problem-solving process.
3. ***It’s not just about what schools are doing anymore.*** We collaborate with outside service providers and agencies (e.g., through the IEIC and CTICs) to focus on a seamless continuum of services for children.
4. ***Our school year is no longer from September through May.*** We offer alternative learning opportunities through ALCs, on-line learning, and Extended School Year (ESY).
5. ***We have moved away from a service delivery system that focuses on a child’s disability to one that focuses on what kind and how much instruction a child needs to make progress.*** Our building-based problem-solving systems allow us to focus on alterable factors that affect educational academic and social/behavior outcomes for ALL students in our buildings.
6. ***We have transitioned from a model of segregating students with disabilities from the mainstream to a model of inclusion to the most reasonable extent possible.*** This trend challenges our basic beliefs because we sometimes have to sacrifice academic gain for performance gain in behaviors that are more important for independent living upon graduation from school.
7. ***We have moved from serving students with disabilities based on their label or category to serving them based on their instructional needs.*** Chisago County Schools were the first schools in the state to receive a waiver to pioneer Compensatory Education; a blending of Chapter I and special education instruction in the regular classroom. This model is often termed flexible grouping.
8. ***School is not just grades K-12 inside traditional school buildings anymore.*** We serve children from Birth through age 21 in diverse settings – home, community, and workplace. In addition, we view everyone as lifelong learners where education doesn’t stop when they earn a diploma.
9. ***We are moving from measuring the child’s inner pathology to assessing the functioning of the child in the environment.*** This is all the more evident in the new IDEA (2004) where schools have an option to use a process to see if a child responds to intervention in order to determine if a learning disability is present. Furthermore, our School Psychologists function in non-traditional roles where they primarily provide functional services and consultation to both general and special education staff rather than conduct “test and place” activities.
10. ***Decision making authority as well as responsibility for fiscal resources will become more localized.*** Each level of service will seek to shed responsibility and authority to the next lower level. Not only is the federal government seen as too centralized, but even within a modest sized building the principal’s office will be seen as too centralized. There is less special education administration in place today than there was in 1990. SCRED’s differentiated staffing pattern has put more resources into the student level and more responsibility with building administrators. Local principals are becoming very skilled at special education administration.

The SCRED Model of Educational Service Delivery

The SCRED service delivery model utilizes three cornerstones of practice, each implemented across a multi-tiered continuum of service delivery:

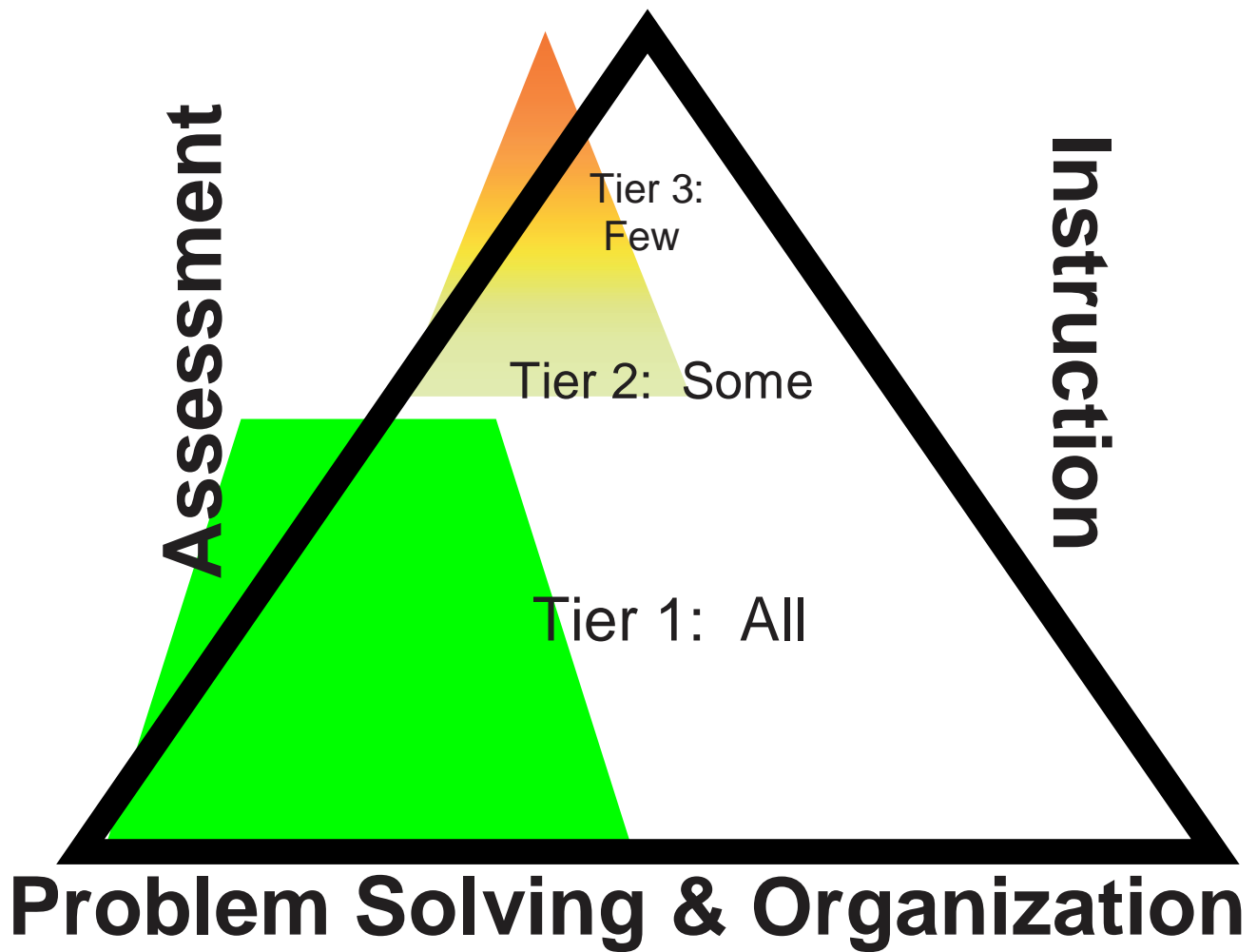
- 1) Assessment
- 2) Instruction
- 3) Problem-Solving & Organization

Three tiers of service delivery

The identified features of assessment, instruction, and problem-solving & organization are embedded across a three tier model of service delivery that encompasses all learning: academic, behavior, and social/emotional. Tier 1 is the provision of core or universal practices. These practices apply to all students in all settings and are preventative and proactive. Tier 1 instruction is designed to meet the needs of at least 80% of the student population. Also, the goal of Tier 1 instruction is to maintain at least 95% of students at grade level from fall to spring. In Tier 2, supplemental, targeted instruction is provided to students for whom the core instruction was not effective to drive meaningful educational progress. These targeted services might include standard published intervention programs (i.e., Headsprout), or locally designed research-based protocols created through the problem solving process. Tier 3 is where intensive instruction is provided for students for whom Tier 1 and Tier 2 services are not effective to drive meaningful education progress. Tier 3 services might include special education, but are not synonymous with special education.

Figure 1: SCRED Model

SCRED RTI MODEL: ACADEMICS AND SOCIAL/EMOTIONAL/BEHAVIOR



Assessment

The practice of using formative and summative assessments to drive educational decision-making for students is an effective educational practice recognized by more than 30 years of research (Batsche, et al., 2006). Data based decisions are made based on professional judgment that is directly informed by student performance data. Assessment data are used for four purposes: Screening, diagnostic, progress monitoring and outcomes evaluation. Qualitative and quantitative data used must come from instruments or methods that are technically adequate (i.e., reliable and valid) for their intended purpose, and administered and interpreted by qualified personnel that are properly trained. The multi-tiered assessment system involves periodic screening for all students, with increased frequency of data collection added for students who are performing below expected levels.

Instruction

SCRED practitioners have a long history of using instructional methods and curricula that are research-based and scientifically validated. It is crucial to use scientific, research-based practices to ensure that students are receiving high quality instruction that is well-matched to their identified instructional needs. This means having a full array of instructional options available across a continuum of intensity through general and special education. Almost all students in the building will receive research-based core instruction through general education. Core, or tier 1 instruction is designed to meet the needs of at least 80% of the student population. Also, the goal of Tier 1 instruction is to maintain at least 95% of students at grade level from fall to spring. Some students will need something in addition to the core instruction to make satisfactory progress. This is referred to as supplemental or Tier 2 instruction and also occurs within general education. The goal of tier 2 instruction is to meet the needs of an additional 15% of the student population. Supplemental instruction provides additional time with instruction that is more intensive and explicit, and includes more frequent progress monitoring. It maybe delivered at an altered pace, and with increased positive feedback with the purpose of accelerating student growth. A few students will need intensive, or tier 3 instruction through general education. At this stage, intensive instruction is more individualized in both type and amount (Torgesen, 2004). Finally, special education is the most intensive instructional option for students, and might be a consideration for students who are not making progress through intensive general education instruction.

Problem-Solving & Organization

The foundation of a science-based practice is having a general problem-solving model by which to make decisions (Tilly III, 2008). The underlying premise of the problem-solving model is that, as professionals, we never know in advance what will work for an individual student or groups of students. SCRED utilizes a five-step problem-solving model to assist in designing and evaluating interventions that are well matched to student needs. The five steps of the model are as follows:

- 1) Problem Identification
- 2) Problem Analysis
- 3) Plan Development
- 4) Plan Implementation
- 5) Plan Evaluation

These five steps will be explained in more detail in the next section, but are used with increasing explicitness across tiers of service delivery as the needs of students being considered become more intensive. This process is used to decide what Tier 2 or Tier 3 instructional services and interventions might be needed for students that are not making adequate progress through Tier 1 supports alone. Organizationally, a goal of this multi-tiered service delivery system is to deliver effective services to all students in the most efficient way. Several organizational principals allow schools to meet this goal, and will be explained in greater detail below. Briefly, the utilization of grade level teams to regularly review data in order to inform core and supplemental instructional practices, this use of a flexible grouping model as an option to strengthen core instructional outcomes, and careful scheduling to allow teachers maximum

flexibility in collaboration to meet student needs have been found to be critical to the success of the model.

Law

Our practices are not only driven by research, but also by requirements of federal and state law. Current educational practices for all learners originated out of legal mandates. (e.g., Civil Rights Act of 1964, Education for All Handicapped Children Act of 1975). The most recent re-authorization of the Elementary and Secondary Schools Act of 1965 re-named as No Child Left Behind of 2001 (NCLB) has been a predominant and controversial force in driving recent education practices. For example, there are over 100 references to the use of “scientific research-based instruction” in NCLB. In addition, NCLB mandates that all educators are “highly qualified,” (Section 1119), that states ensure academic standards are challenging and rigorous, and that they maintain adequate yearly progress towards these standards (Section 1111).

In 2004, the Individuals with Disabilities Education Act (IDEA) were reauthorized. A critical change in the IDEA 2004 was the option to utilize a “a process that determines if the child responds to scientific, research-based intervention,” i.e., RtI, approach in the identification of students with learning disabilities. This was in response to research showing overidentification of students with learning disabilities when in fact they weren’t getting effective instruction, particularly in the area of reading (e.g., LD Summit, 2001; National Reading Panel, 2000; National Reading Conference). This was good news for SCRED practitioners. The law had finally caught up with what we had been doing for many years! Taken together, NCLB and IDEA tell us that we have to provide effective, research-based instruction through general education in order to prevent students from being identified as learning disabled due to ineffective or inconsistent instruction or curriculum.

From Research and Law into Best Practice

How “best practices” looks at SCRED is described by five defining characteristics:

Solutions-oriented: We believe that all problems are solvable, and organizations are more productive when we focus on identifying possible solutions than stagnantly admire problems.

Critical thinking: We believe in actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion.

Research based: We believe that methods of service delivery and curriculum should be grounded in practices that have been extensively investigated and have data to support their efficacy.

Educationally relevant: We believe that what we do at all levels – from SCRED to 1:1 work with students– will drive meaningful education progress for all learners.

Data-driven decision-making: We believe that an effective use and application of data for making decisions includes (1) purposeful data collection and analysis; (2) designated resources and other supports, such as time and an appropriate data management system; and (3) strategies for communicating about the process of data collection and use as well as the findings.

It is through the day-to-day, living and breathing of the SCRED mission statement and defining features that SCRED staff “walk the talk” of best practices for educating all children. The take home message is this: They are ALL our children!

II. Problem-Solving

The St. Croix River Education District supports a 5-step problem solving model (Batsche & Knoff, 1995; Knoff, 2002), as both a theoretical and practical framework for decision making. Within each of the 5 steps, professionals respond to specific questions that lead to solutions for identified problems. The use of

this systematic problem solving process differentiates SCRED teams from many traditional student support teams found elsewhere. Importantly, with varying levels of intensity, the problem solving process is used across grade level teams, building-based general education problem solving teams, and special education student support teams for all students receiving either general or special education services. More specific information regarding implementation of the problem solving model across various school teams is included later in this volume, but it is critical to note that the theoretical model and practical activities of teams working toward student success do not change based special education entitlement decisions. The steps of the problem-solving model at SCRED and the related questions are as follows:

Step	Questions
1. Problem Identification	What is the discrepancy between what is expected and what is occurring?
2. Problem Analysis	Why is the problem occurring?
3. Plan Development	What is the goal? What is the intervention plan to meet this goal? How will progress be monitored?
4. Plan Implementation	How will intervention integrity be ensured?
5. Plan Evaluation	Was the intervention plan effective?

Problem Identification

The problem identification step helps teams consider convergent evidence across variety of data sources to prioritize areas of concern for students. The acronym RIOT is used to describe what data sources are considered at this step:

- R**eview of records or permanent products,
- I**nterviews of teachers, students and parents,
- O**bservations conducted directly by an outside observer
- T**est data

The prioritized problem is then defined in the form of a discrepancy statement. The discrepancy statement is written in specific quantifiable terms using data that has technical adequacy for the area of identified concern. It is broadly supported by the convergent evidence gathered by the team regarding the primary area of concern. For example, given broad convergent evidence of a reading concern, rather than simply identifying a “problem in reading,” a team would utilize curriculum based measurement data to explicate that the 2nd grade student is currently reading grade-level passages at a rate of 18 correct words per minute while the expectation for 2nd grade students at that time of the year is a rate of 43 correct words per minute. It’s important to note that the problem identification statement compares current student behavior with current expected behavior. Inherent in this practice is the necessity for ongoing school-wide data collection so that academic and behavioral expectations across the year are known. School-wide data collection will be discussed in greater detail within this volume. Please refer to the SCRED Target Norm Charts for target scores in academic areas using General Outcome Measures, NWEA MAPs, and Office Discipline Referrals. In addition, the presence of data regarding expectations within the problem identification statement also provides a measure of scope or intensity of the identified problem. Forms for documentation of each problem solving step are included on the SCRED RtI database. The form below shows data documentation for the problem identification step. Note that there is room to include information gathered through review, interview, observations, and testing, and that ultimately a specific discrepancy statement along with documentation of additional converging evidence supporting the presence of the problem is listed at the bottom of the form.

Problem Identification Screening Summary form – see page 24

Problem Analysis

Once the team has identified the problem and developed a discrepancy statement, the next step is to develop an alterable hypothesis about why the problem is occurring. Student difficulty is considered a result of a mismatch between student need and the resources being provided. Rather than considering a problem to be the result of inalterable student characteristics, teams must focus on changes that can be made to the instruction, curriculum, or environment that would result in positive a student outcome (Deno, 1989). For example, rather than considering a student’s failure to master basic math facts to be the result of low IQ or lack of home support, a team may consider whether increasing student motivation, providing additional practice opportunities, or increasing levels of explicit instruction with immediate feedback would effectively ameliorate this problem. This does not mean that factors including low IQ or lack of home support do not exist; however, it is inefficient for teams to spend time discussing factors over which they have little to no control when there are other avenues for intervention in which they can affect timely and meaningful change.

One helpful framework for considering hypotheses for causes of student problems has been defined by Edward Daly and colleagues (Daly III, Martens, Witt, & Dool, 1997). These general hypotheses are considered the most common broad reasons for student difficulty, and provide teams a starting point for identifying likely causes for identified problems:

1. They don’t want to do it.
2. They haven’t had enough practice
3. They haven’t had enough instruction
4. They haven’t had to do it in that way before
5. The skill is too hard

Teams consider a wide variety of possible hypotheses, and the RIOT data they have that support or refute each hypothesis across four domains. The acronym ICEL is used to describe these domains:

Instruction
Curriculum
Educational **E**nvironment
Learner

Selected hypothesis statements as the basis for intervention design are supported by a variety of convergent qualitative and quantitative evidence. Best practice established by SCRED districts requires that there be at least one piece of quantitative evidence that supports any selected hypothesis statement. To generate a hypothesis statement, teams begin with their discrepancy statement, add the word “because”, and then add a causal statement that is most supported by available data. For example, “The 2nd grade student is currently reading grade-level passages at a rate of 18 correct words per minute while the expectation for 2nd grade students at this time of the year is a rate of 43 correct words per minute *because* the student needs more instruction in phonics and decoding strategies to accurately and efficiently read words in connected text.”

The documentation form used by teams at this step provides space to include all hypotheses that were considered, available data that supports and refutes each hypothesis, and the single hypothesis that was ultimately selected by the team as a basis for instructional planning.

Problem Analysis Form - see page 25

Plan Development

After a hypothesis has been developed about the cause of the problem, the next step is for the team to develop a plan. The first step is to write a specific, measurable goal, including a timeline for reaching this goal, and develop a graph. SCRED schools have established criterion-referenced targets for CBM that predict future successful performance on the Minnesota Comprehensive Assessment – IIs. These targets are used as the goals in academic areas for students as they represent performance that is equivalent to meeting grade level standards as set by the state. For example, using the Reading CBM target scores for grade 2, a goal statement would be “By May 29, 2009, when given a 2nd grade level passage of text, the student will read 90 correct words in one minute.” Furthermore, Office Discipline Referral targets are provided for social/behavior concerns. The line on the graph that connects baseline data to the goal data point defines the desired rate of progress for the student, or the aim-line. The greater the initial performance discrepancy, the greater the rate of progress that will be needed to remediate the problem. Evaluation of intervention outcomes is based in large part on whether student progress follows the aim-line on the graph.

Once the goal has been defined, the team moves on within the Plan Development step to create the specific intervention plan. The team decides what the intervention will be, who will implement it, where, when, and how often the intervention will occur. Within SCRED buildings, a combination of standard treatment protocol and individually designed interventions are used. Standard treatment protocol (STP) is defined as *using one consistent intervention that can address multiple students’ needs* (IRIS Center, 2007). Often, the first intervention plan attempted will be selected from a multiple standardized options. STP interventions are empirically supported and many benefits (Kovaleski, 2003; Vaughn et. al., 2007)). For example, often the materials are already developed, requiring little to no prep time. Also, multiple staff members can be simultaneously trained to implement them with students. On the SCRED RtI Database, staff can locate a documentation form to communicate student participation in standard treatment protocol interventions. An example of this form is shown below. Note that students identified by grade level teams for standard treatment protocol interventions may not have individual problem identification and problem analysis documentation forms completed, rather the standard treatment protocol form describes decisions made in these steps for the group of participants as well as the standard intervention plan,

Standard Treatment Protocol Form - see page 26

If students do not make the expected rate of progress using STP interventions, the problem solving team may create a more individualized intervention using the problem solving approach. These are created utilizing research supported instructional practices. In all instances, intervention plans are clearly defined through explicit instructions on the duration, frequency, location, materials, participants, and individual steps of the interaction. This information is recorded in “script” format. This task analysis of the intervention should be written specifically enough so any person could pick up the intervention plan and follow the steps. In addition, an outside observer could view the intervention while reading along on the script, and mark “yes” or “no” to the presence of each step of implementation. A bank of intervention descriptions created by teams within SCRED is available through the SCRED RtI database.

The third part of the Plan Development step is determining a progress-monitoring plan. Teams match the data collection plan to what was used to set the goal. The team also agrees on the frequency of assessment, who will collect the data, and when it will be collected (Fuchs, 1989). Students involved in problem solving often monitored weekly toward their goals. This rate of data collection allows a sufficient number of data points to be collected in timely manner for decision-making.

Plan Implementation

After the intervention plan is developed, the next step is to implement the plan and determine if the intervention is being implemented with fidelity. This fourth step of the problem solving process, Plan Implementation, is often an overlooked phase of many traditional intervention teams (Updah & Tilly, 2002); however, difficulty with implementation integrity is a common cause for low rates of student success (Noell, Gresham, & Gansle, 2002). For example, an intervention designed for 30 minutes per day may only actually occur for 20 minutes 3-4 days out of each week due to scheduling difficulty or student absence. Moreover, the interventionist may inadvertently omit a step in the intervention that affects student performance. If a team has defined a specific intervention to be delivered, and the intervention that was actually delivered differs from the agreed upon plan, then success, or lack thereof, cannot be attributed to the original plan. Within SCRED schools, a direct observation of the intervention in action is conducted for all interventions as this is the most reliable and valid method of establishing integrity (e.g., Noell, et al 2005). Observers are usually problem solving team members who utilize a copy of the intervention script to conduct the observation. Direct observation is a more time intensive process, and one that takes some advanced planning and scheduling. Our belief is that we serve our children best by being circumspect, and not allowing our confidence in our teaching skills translate into a sense of infallibility.

Teams provide documentation of the plan implementation step through the use of the plan implementation form. Note that teams are asked to document their agreement that an observation confirmed fidelity of intervention implementation on at least one occasion, and also to document any concerns for dosage of the intervention students received due to attendance or participation concerns.

Plan Implementation Form - see page 27

Plan Evaluation

During the final step, Plan Evaluation, teams review the student graph, complete with progress monitoring data collected as planned. Teams determine if the current discrepancy between what is expected and what is occurring for a student is smaller, the same as, or greater than the original discrepancy that was identified at the start of the process. Teams may consider how to fade an intervention for a student who has experienced success or how to continue an intervention for a student who is making excellent progress but who has not yet met grade level expectations. If plans have not been effective, teams may re-visit the original hypothesis to see if a different hypothesis better accounts for the problem. Or, teams may feel that the hypothesis is correct, but the specific intervention plan would be more successful if changes to the plan were made. Teams cycle back through this five-step process as many times as necessary to meet student needs.

The plan implementation documentation form is available on the scred RtI database, and allows teams to specify the level of progress achieved through the current intervention as well as intended next steps for the student.

Plan Evaluation Form – see page 28

III. Response to Intervention

Response to Intervention is defined as the practice of providing high quality instruction and interventions matched to student need, monitoring student progress frequently to make changes in instruction, and applying child response data to important education decisions (NASDSE, 2005). It is a school-wide

framework within which to implement proactive and data driven practices, and a process for efficiently matching needs and resources across general and special education. At SCRED, RtI includes academics and social/behavior instruction. Practical application of a RtI framework within SCRED involves implementation of the three cornerstones of practice -assessment, instruction, and school-wide organization/problem solving across multiple tiers of service delivery. Thus, we consider assessment, instruction, and school-wide organization/problem solving within Tier 1, or core instructional services, Tier 2, or strategic/supplemental services, and Tier 3, or intensive services. The following sections will describe SCRED practice in greater detail.

Tier 1 Assessment

At Tier 1 data are used for screening all students grades Pre-K through 8 to facilitate early identification of students who are not making educational progress. For academics, SCRED uses data-based measurement practices, including CBM that allow for evaluation of instruction for each student during learning. CBM is a general outcome measure (GOM) that allows teachers to formatively evaluate their instruction for individual students on an ongoing basis (Deno, 1985; Deno, Marston, Shinn, & Tindal, 1983; Deno, Mirkin, & Chiang, 1982). Such frequent measurement prompts teachers to adjust instruction as needed to affect more progress for each student (Deno & Fuchs, 1987). Further, schools can use the same measure to evaluate their overall instructional programs regularly (Deno, 2003).

SCRED schools follow a protocol in which all students in grades Pre-K-8 are measured on GOM assessments three to four times a year. Districts use General Outcome Measures of Reading (i.e., oral reading fluency), Early Literacy (Letter Naming Fluency, Letter Sound Fluency, Nonsense Word Fluency, and Phonemic Segmenting and Blending tasks), Pre-Literacy (Rhyming, Alliteration, Picture Naming) and Mathematics (Math Fact Fluency and Math Concepts & Applications). See the current SCRED Target/Norm Charts for a description of which measures are used at which points in time, and the expected scores for each assessment.

SCRED schools also use the NWEA Measures of Academic Progress as a screening and diagnostic tool for all students in grades 2-8 for Reading and Math. Some secondary buildings utilize the MAP assessment in grade 9 in reading, and in grades 9-10 in math as well. These computer adaptive academic skills assessments are given 2 times per year, in fall and spring. The current SCRED Target/Norm Charts provide expected scores for each grade level and assessment period.

In compliance with state and federal regulations, all students grade 3 and above participate in the Minnesota Comprehensive Assessment II (MCAII) in the spring of each year.

Benchmark data from CBM measures are entered into AIMSweb, a web-based data management system that creates automatic reports and graphs. These data are also included in the SCRED web portal along with NWEA MAP results and MCA II results. Teachers have access to these resources via the password-protected websites that allow review of all test data. These data provide important evaluative information by which teams can understand the current level of effectiveness of the core instructional program. They also serve a screening function in identification of students who need additional support beyond the core.

Finally, each SCRED building has a method by which they are tracking Office Discipline Referral (ODR) data. These data are collected formatively; however, beginning in Winter 2010, they are summarized along with the academic data three times per year.

Tier 1 Instruction

The core curriculum is delivered to almost all learners in a school building for academic and social/emotional/behavioral skills. There are several important qualities for the core curriculum. First, the core curriculum must be grounded in scientific research. Second, educators must ensure that the curriculum is being implemented with fidelity. Third, that decisions being made about the effectiveness of

the core curriculum must be based on measures that are technically adequate for screening purposes. A good example of how SCRED schools do this is in the area of reading instruction.

SCRED has incorporated the three syntheses of reading research in assisting member districts with curriculum adoption and the incorporation of research-based instructional practices: 1) *Beginning to read: Thinking and learning about print* (Adams, 1990), and 2) *Preventing reading difficulties* (Snow, Burns, & Griffin, 1998), and 3) The report of the National Reading Panel's review of the last 30 years of research in reading (National Institute of Child Health and Human Development, 2000). Further, we know that students learn best when they are actively engaged, have high to moderate success rates, have multiple opportunities to cover content, spend most of their time being directly taught by the teacher, and receive instruction that is scaffolded, strategic and explicit (Swanson, Haskyn, & Lee, 1999).

SCRED districts have continued to build on their great work in reading through a math initiative starting in 2006, including aligning math curriculum with state standards, and implementing research-based Tier 2 math instruction.

Beginning in earnest in 2007, many SCRED schools began implementing School-Wide Positive Behavior Interventions and Supports (SW-PBIS). SW-PBIS focuses on creating school environments that proactively and positively reinforce appropriate social behaviors in all school settings with consistency. SCRED schools are continuing to refine their instruction and build capacity for implementing positive social/behavior supports across all tiers in their buildings. The SW-PBIS website provides a wealth of information and research-support for the tasks associated with the “other side” of the triangle: www.pbis.org.

Tier 1 School-Wide Organization/Problem Solving

Without a school-level system of implementation, it is nearly impossible for assessment and instruction best practices to be put into place effectively. The school as the “host environment” must be organized to ensure that research-based practices can thrive and be sustained (Coyne, Kameenui, & Simmons, 2001). At SCRED five elements of school organization are promoted to ensure that effective instruction is provided to every student: continuous measurement, grade-level team meetings, flexible grouping, grade-level scheduling, and concentrated resources.

Continuous Measurement

A prerequisite to RtI implementation is school-wide continuous measurement. As mentioned earlier, all children in grades Pre-K through 8 in SCRED are assessed in academic areas three times each year. In addition, all buildings have a method of collecting office discipline referral data, which are summarized along with the academic data three times per year. Some children are assessed more frequently as needed. More information on measurement can be found on pages 8 & 9.

Grade-Level Team Meetings

Once schools are organized to measure student progress on a regular basis, the system must be arranged to allow for educators to use the data to make instructional decisions. In SCRED member districts, teams of grade-level teachers meet regularly to review student achievement data. The frequency of meetings is most commonly monthly. The goal is to have grade-level staff members collectively consider all students as one group to be supported together rather than considering students in each particular classroom to be the primary responsibility of the teacher of that class.

Relative to Tier 1, or core instruction, several activities are completed during grade-level team meetings. First, shortly after each benchmark assessment, teams review data and evaluate the percentage of students that are at or above current target scores, versus those not meeting grade level expectations. Second, after

reviewing the benchmark data, grade-level teams set goals for the percentage of students they would like to have performing at or above target by the end of the year. For example, if in the fall a second grade class had 72% of students performing at or above target, the team might establish a goal to have 80% of students performing at or above target by spring. Third, grade level teams discuss the core instructional programming they plan to provide to students all students. For example, the team may discuss the organization of a 90 minute core reading block for all students, including the possible use of flexible grouping (see below). Note that the intensity of core instructional programming may need to change from year to year to meet the needs of the current student cohort. For example, a class in which only 60% of students meet grade level expectations in the fall will need more intensive core instruction relative to a class in which 80% of students meet grade level expectations. Effectiveness of core instruction is evaluated in large part based on the extent to which students who start at grade level in the fall (at or above target scores) stay on grade level throughout the year. The goal is maintain at least 95% of students from fall to spring.

Grade Level Scheduling

Another aspect of school-wide organization is the common scheduling of basic skill instruction within grade levels. For example, all grade 1 teachers may agree to teach reading from 9:30-11:00 each morning, and math from 12:30-1:30 each afternoon. Setting up a schedule such as this for all grades requires some planning and coordination with regard to lunch/recess and special class schedules, but is entirely feasible within the context of a typical school schedule. In addition, SCRED buildings are strongly encouraged to schedule basic skill instruction at different times across grade levels for two primary reasons. First, it is possible that teachers may opt to create flexible instructional groups that are different from initial classroom assignments. Second, it allows building level resources to be concentrated at each grade level during the most opportune times each day.

In their work on core instruction, grade level teams are following the problem solving process as they consider the following important questions: Is the core program sufficient to meet needs of most students? If not, why isn't it? How will the needs identified in the core be addressed? How will the effectiveness and efficiency of the core be monitored over time? Have improvements made to the core been effective?

Flexible Grouping

For the past 11 years, SCRED schools have been implementing flexible grouping procedures. Students are grouped according to their achievement groups; but, unlike traditional grouping procedures, students move in and out of groups regularly as determined by their progress. Since all teachers of a particular grade level teach the same instructional content at the same time each day, the possibility of flexibly re-grouping across classrooms becomes available. For example, the few students in each classroom who are performing well above grade level in reading might be pulled together for a specific enrichment unit for a period of time. Alternatively, a group of students who are determined to need additional phonics instruction might be grouped to receive instruction at their current level of need. Flexible grouping allows students to receive more minutes per day of teacher directed instruction at their current instructional level. This practice is designed to make instruction more relevant, and to accelerate progress of all students.

Concentrated Resources

A benefit of grade-level scheduling is the availability of concentrated resources, e.g., reading specialists, special education teachers, etc., to each grade level team. When each grade level has some unique periods of the school day in which reading and/or math are taught, then all additional non-classroom based staff members can be assigned to support basic skills instruction at that grade level during that time. This often includes special education, Title 1, or paraprofessional staff members. If a school has five sections of 3rd grade, they may have access to an additional 3-4 staff members to assist with instruction during that

instructional block. In general, building principals have given grade-level teams the authority to decide as a group the best use for these additional resources.

Tier 2 Assessment

Based on the results of school-wide benchmark screening assessments, some students are identified as performing below target, or grade level expectations. A commitment is made to collect progress data for these students more frequently than 3 times per year in order to monitor their growth. Commonly, individual progress monitoring graphs are created for all students identified as performing below target, and data are collected at least monthly, and typically on a bi-weekly basis. General Outcome Measures are used for this frequent progress monitoring due to the unique sensitivity of these measures, which allows growth rates over short periods of time to be identified.

Tier 2 Instruction

It is anticipated that even given a highly effective core instructional program, that up to 20% of students may not meet grade level standards. These students would be considered to need tier 2 or tier 3 levels of additional support. Tier 2 instruction is defined as instruction provided to some students that is differentiated to meet their needs. This instruction may look very different based upon student need. Supplemental instruction is in addition to core instruction. Tier 2 instruction is designed to meet the instructional needs of the approximately 15% of students in a building who are somewhat below target expectations by providing the supplemental support they need to make adequate progress and meet expectations.

Most commonly, these tier 2 supplemental interventions are designed and delivered based on Standard Treatment Protocol (this is discussed in more detail earlier in the *Plan Development* section). A critical factor to consider in designing tier 2 instruction is cohesiveness with the core instructional program. Supplemental interventions must relate and flow with core instruction so that they function together cohesively and seamlessly rather than appearing fragmented.

One way many SCRED schools are supporting the capacity for Tier 2 instructional supports is through the *Alternative Delivery of Specialized Instructional Services Application*. This application is financially supported through Minnesota Statute § 125A.50. The purpose of Alternative Delivery of Specialized Instructional Services is to provide instruction and services to K-12 pupils that need additional academic and behavioral supports to succeed in the general education environment and who may eventually qualify for special education if the prevention services were not available. The statute allows districts to use EDRS funds to help offset the costs of staff salaries, materials, etc. for these tier 2 programs. Please contact the SCRED Director of Special Education or Unique Learners Managers for further information.

Tier 2 School-Wide Organization / Problem Solving

Grade level teams provide the structure for design, delivery, and monitoring of tier 2 instruction. In addition to their role in managing core instruction, grade level teams exist to implement supplemental instruction. In the area of academics, grade level teams use benchmark data to determine the students who are in need of supplemental supports (i.e., are performing below the target). In the area of social/behavior, teams are typically reviewing office discipline referral data on a regular basis. After identifying students in need of supplemental academic or social/emotional/behavioral instruction, grade level teams begin frequent monitoring for these students, agree on supplemental interventions to be delivered, and work to match groups of students to needed supplemental interventions. Grade level teams then meet on a regular basis to review the progress of these identified students. Teams celebrate successes as participation in supplemental interventions accelerates progress for students, and problem solve collectively to make changes in interventions for students not making acceptable progress. Notes regarding participation in and changes to interventions are recorded on each student's individual progress

monitoring graph. Effectiveness of tier 2 interventions is evaluated in large part by considering the percentage of students below grade level who are able to catch up given these supports. Note that in their work within tier 2, the grade level teams are CONTINUING TO USE the problem solving process.

Tier 3 Assessment

Assessment in tiers 2 & 3 commonly looks very similar, except in intensity level. That is, progress monitoring for students in tier 3 is typically collected and reviewed by interventionists on a weekly basis.

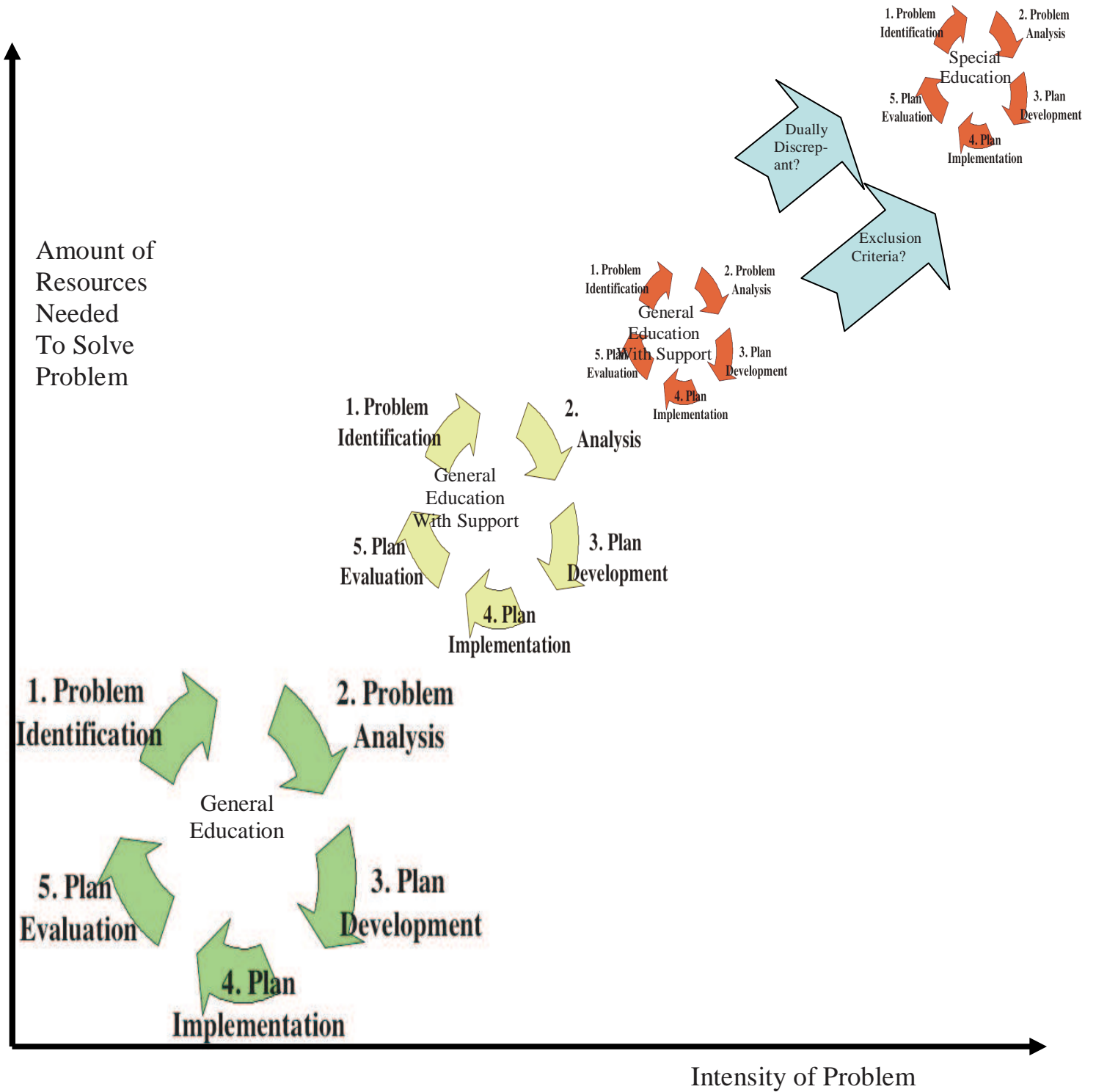
Tier 3 Instruction

Tier 3 instruction may be defined as instruction provided to a few students (in addition to core instruction) who need significant differentiation and greater intensity in their instruction. Instruction in tiers 2 & 3 also share many common features. Distinguishing characteristics for tier 3 instruction relative to tier 2 include instruction that is more precisely targeted at the right level, smaller instructional groups, more instructional time, clearer and more detailed explanations, more extensive opportunities for guided practice, more opportunities for error correction and feedback, and higher rigor. It is estimated that 5% of students in any building will need this level of instructional intensity.

Tier 3 School-Wide Organization and Problem Solving

Problem-solving is conceptualized as both an organizational system and a process for decision-making. As a system of organization, problem-solving refers to how decisions are made and by whom across the whole of the school building. The figure below illustrates the levels at which a problem might be referred to an addressed across the school building.

Figure 2: Problem-Solving Organization



In addition to grade level teams in each building, a building-wide problem solving team exists to support the academic and behavioral progress of groups and individual students. Each problem solving team consists of 5-10 building staff members. The membership of this group is specifically arranged to be representative of the overall building. This means the majority of Problem Solving Team members are general education teachers. The principal is always a member of this team for several significant reasons. First, as an instructional leader of the building, the principal communicates values and expectations with regard to student service through his/her actions. Full participation on the problem solving team establishes a data-based problem solving orientation as the behavioral norm for all building staff. Second, the authority of the principal is needed to make decisions regarding allocation of resources. Problem solving teams need this authority to design intervention plans that may utilize resources in new or different ways to meet student needs. Third, principals benefit from and appreciate active and ongoing knowledge of specific efforts supporting at-risk students in the building.

School Psychologists function as building-level RtI and Problem-Solving Team facilitators. This means they are in a leadership position for ensuring integrity of the overall RtI process, consulting and assisting with completion of problem-solving steps, facilitating Problem-Solving Teams, ensuring the RTI Database is kept current, etc. A “specials” teacher (gym/music/art) acts as a team member, and brings the unique perspective of knowing referred students in a less traditional academic setting, and often across multiple years. A special education teacher may participate as a consistent member of the teams; but, it is critical that the majority of problem solving team are general education staff. As a means of utilizing resources and staff time more efficiently, some buildings elect to train a large number of staff on the problem solving process and then use different subsets of these members on an extended version of the problem-solving team depending on the individual student of concern.

In addition to a facilitator for each team, an additional member takes on the role of note taker. The note taker is responsible for making sure that problem solving paperwork is completed for all students in a timely manner, with decisions of the team documented during the course of each meeting. Buildings have computers and LCD projectors dedicated to the problem solving team so that electronic copies of student graphs as well as the problem solving paperwork on the RtI database can be easily accessed and displayed for the team during meetings. Through practical experience it is understood that the roles of facilitator and note taker must be practiced by two different members of the problem solving team if meetings are to run efficiently.

Teams typically meet one time per week for approximately 45 minutes each meeting. For buildings that elect to have “part-time” members that function as part of an “as needed” extended problem-solving team, all members agree to keep the pre-established weekly meeting time open in their schedules with the understanding that they may not participate in every meeting. See below for a summary of this process.

Summary of the Problem Solving Organized Across a Multi-Tiered Service Delivery Model for Elementary and Middle School

1. School-wide screening in fall
2. Grade level team meets in fall to:
 - a. review grade-wide data
 - b. determine current percent of students at or above target
 - c. set a goal for performance at the end of the year
 - d. collaborate to provide core instruction that is effective for at least 80% of students
 - e. identify students performing below target
 - f. plan for more frequent progress monitoring for those below target
 - g. match students performing below target to standard treatment protocol interventions as needed
3. Grade level team meets monthly to:
 - a. discuss progress in core instructional delivery
 - b. review progress of students in standard treatment protocol interventions
 - c. make changes as needed.
 - d. refer students to building based problem solving team if STP interventions have been unsuccessful
4. Grade level team meets two more times per year (winter and spring) to:
 - a. review grade-wide data collected for periodic screening measures
 - b. review progress toward year end goal for grade level performance
 - c. revise list of students whose progress is monitored frequently
 - d. add or change assignments to STP interventions based on updated screening data as well as ongoing progress monitoring data when available
5. Building based problem solving team meets weekly to:
 - a. develop more individualized and intensive interventions for students whose needs were not met through STP support at the grade level team
 - b. actively promote their role in supporting remediation of student problems
 - c. consider whether a referral for special education entitlement evaluation is warranted after multiple intensive interventions delivered through general education have not yielded adequate growth from a student.
6. Building based special services team meets weekly to:
 - a. Conduct entitlement evaluations for students referred by the problem solving team or others
 - b. Engage on ongoing problem solving for students who are not making sufficient progress despite the provision of special education services.

How does Special Education fit in?

When the Individuals with Disabilities Education Act 2004 (IDEA) was reauthorized, language was added that allows school districts to diagnose learning disabilities (LD) by measuring student response to scientifically-based instruction/intervention. Practitioners and researchers anticipate that this will make the LD classification process more meaningful. However, the goal of RtI in the larger context is to prevent large numbers of students from ever becoming labeled LD in the first place (Fletcher, Coulter, Reschly & Vaughn, 2004). With new legislation mandating scientifically-based reading instruction as well as an accountability scheme for ensuring that all children learn to read effectively (No Child Left Behind Act; No Child Left Behind, 2001), the pendulum is swinging towards requiring effective reading instruction as a way to prevent LD identification (President’s Commission on Excellence in Special Education; PCESE, 2002). SCRED schools support the implementation of research-based, high quality instructional practices for academics and social/behavior through general education as a proactive approach to preventing the need for special education.

That said, there are students for whom an additional level of instructional intensity is needed in order to make adequate progress. Special Education is considered one option at the Tier 3 level of service delivery. Special education services are the most intensive and individualized for students who demonstrate significant educational needs that are not remediated through general education Tier 1, Tier 2, and Tier 3 efforts. Consequently, when a general education team has determined that efforts to assist a student in making meaningful educational progress are not having the desired effects, students may be referred to a Student Support Team comprised of special education staff for consideration of a disability under one of 13 categories identified in the IDEA.

For students who have intensive academic needs, the IDEA 2004 allows districts to use “a process that determines if the child responds to scientific, research-based intervention,” as part of a comprehensive evaluation in order to determine if a student is eligible for special education services under the category of Specific Learning Disability.

§300.307 Specific learning disabilities.

- (a) General. A State must adopt, consistent with §300.309, criteria for determining whether a child has a specific learning disability as defined in §300.8. In addition, the criteria adopted by the State—
 - (1) May prohibit the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability as defined in §300.8;
 - (2) **May not require the use of a severe discrepancy between intellectual ability and achievement** for determining whether a child has a specific learning disability as defined in §300.8;
 - (3) **Must permit the use of a process that determines if the child responds to scientific, research-based intervention** as part of the evaluation procedures described in §300.304; and
 - 4) May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability as defined in §300.8.
- (b) Consistency with State criteria. A public agency must use the State criteria adopted pursuant to paragraph (a) of this section in determining whether a child has a specific learning disability.

(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6))

The federal regulation governing the full and individual evaluation can be found at 34 CFR 300.301-306. SCRED Guidelines for conducting SLD evaluations can be found in Volume 2.

MN Rule 3525.1341 was approved in the Fall 2008. The following are the sections related to identifying students with a specific learning disability using what is referred to in the rule as a Scientific Research Based Instruction (SRBI) process. Notably, rate of progress in response to an SRBI is measured formatively over time. A minimum of 12 data points are required from a consistent intervention implemented over at least seven school weeks in order to establish the rate of progress (Subpart D). In addition, the level of achievement is at or below the fifth percentile on one or more valid and using either state or national comparisons. Local comparison data that is valid and reliable may be used in addition to either state or national data. If local comparison data is used and differs from either state or national data, the group must provide a rationale to explain the difference (4).

Incidental Benefit

The IDEA allows for some service and aids to benefit non-disabled children in the following ways (Title 1(B)(613)(a)(4)(A)):

(4) Permissive use of funds.--

(A) Uses.--Notwithstanding paragraph (2)(A) or section 612(a)(17)(B) (relating to commingled funds), funds provided to the local educational agency under this part may be used for the following activities:

(i) Services and aids that also benefit nondisabled children.--For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the individualized education program of the child, even if 1 or more nondisabled children benefit from such services.

(ii) Early intervening services.--To develop and implement coordinated, early intervening educational services in accordance with subsection (f)

What this means if there is already existing special education instruction being delivered by a special education teacher, and if there is a student not identified as special education for whom this level of instruction is well-matched to the need, then that student could join that instructional group. In this case, any instruction towards the IEP goals of the students in special education cannot be compromised. Ideally, this model occurs through co-teaching of a general education and special education teacher. Reliance on this model for providing intensive (or Tier 3) services to students for academics, behavior, or social/emotional instruction who are not identified as special education is not encouraged primarily because it is a reactive rather than proactive approach. Contact the Director of Special Education for more information.

Appendix A Terms of Reference

Dually Discrepant: In order for students to be eligible for special education under the category of LD, they must be dually discrepant from local norms on level of performance and slope (rate of growth).

Exclusionary Criteria: Students can not be labeled LD if their learning problems are primarily the result of a visual, hearing, or motor impairment, mental retardation, emotional disturbance, cultural difference, limited English proficiency, environmental or economic disadvantage, or lack of scientifically-based instruction in basic skill areas.

General Education Intervention: An intervention that is delivered using regular education resources. Note, if the SCRED In-Class Instruction Guideline is followed, regular education students may receive instruction from a special education teacher. This change of instruction may constitute an intervention.

ICEL: An acronym for Instruction, Curriculum, Environment, Learner. These are the four domains from which data regarding an identified concern may be collected. Problem Solving teams must consider each domain when collecting information to define a problem or to complete an analysis of why the problem is occurring.

Level: Current rate of performance on General Outcome Measures. Consider a student who was administered three reading probes and had scores of 100/5, 91/3, and 102/6. The median score of 100/5 would be the student's level of current performance.

Normative Scores: Normative scores are scores that provide information about how a student performed relative to some comparison group. For example, a student who scores in the 50th percentile performed as well or better than 50% of the students in the comparison group. This score would likely be considered in the "average" range for that group. Comparison groups can range from the student's classmates to a sample of students nationwide, depending on the purpose of the assessment.

ODR: An acronym for Office Discipline Referral.

Problem Solving Model (PSM): Solutions to instructional and behavioral problems are generated through a 5-step process: (1) Problem Identification, (2) Problem Analysis, (3) Plan Development, (4) Plan Implementation, and (5) Plan Evaluation.

Response to Intervention (RtI): Evaluating whether a student is benefiting from a scientifically-based instructional program through frequent and continuous measurement of performance and data-based decision making. Special education services are provided to those students who fail to respond to well-designed interventions, experience low achievement, and do not demonstrate evidence for exclusionary criteria.

ROI: An acronym for Rate of Improvement. This term refers to the slope of student growth as measured through frequent assessment of skills.

RIOT: An acronym for Review, Interview, Observe, Test. These are the four sources from which data regarding an identified concern may be collected. Problem Solving teams must consider each source in collecting information to define a problem or to complete an analysis of why the problem is occurring.

School-Wide Positive Behavior Interventions and Supports (SW-PBIS): A proactive system of practices for defining, teaching and supporting student behavior resulting in academic and social gains and a

positive school environment. It is used with all students and across all environments in school (classroom, lunchroom, restroom, playground) to help schools to create effective learning environments.

School-Wide Information System (SWIS): SWIS is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions.

Scientifically Based Instruction/Intervention: This term is often used interchangeable with terms like evidence based or research-based intervention. Instructional techniques, interventions, or curriculum that are based on studies that (a) use empirical methods, (b) include rigorous and adequate data analyses, (c) use measurements or observational methods that provide reliable and valid data, (d) employ experimental or quasi-experimental designs, (e) are replicable, and (f) undergo a formal peer review process.

Slope: Rate of growth or improvement over time. In the area of reading, growth rates typically are referred to as the number of words gained per week. A weekly growth rate is calculated based on frequent progress monitoring data using at least 8 data points.

Standard Treatment Protocol: Requires the use of the same empirically validated treatment for all children with similar problems.

Target Scores: Performance on benchmark assessments using General Outcome Measures have been linked to performance on the state-mandated Minnesota Comprehensive Assessments (MCA). This linking project has created a series of target scores at each grade and assessment period for a General Outcome Measure, such that students who are at or above the target score have around an 80 to 85 percent probability of reaching grade-level proficiency on the upcoming MCA.

5/20/10

St. Croix River Education District Chisago Lakes, East Central, Hinckley/Finlayson, Pine City, and Rush City	PROBLEM SOLVING TEAM PROBLEM IDENTIFICATION SCREENING SUMMARY
---	--

Student: _____ Form Completed Date: _____

CUMULATIVE FOLDER REVIEW																																
HEALTH INFORMATION <input type="checkbox"/> Vision Concern <input type="checkbox"/> Hearing Concern <input type="checkbox"/> ADHD <input type="checkbox"/> Asthma <input type="checkbox"/> Other Diagnosis: _____	PREVIOUS SCHOOLS/SERVICES <input type="checkbox"/> Pre-Referral Interventions – Dates: _____ <input type="checkbox"/> Title 1– Dates: _____ <input type="checkbox"/> SPED Eval / Services– Dates: _____ <input type="checkbox"/> Out of District– Dates: _____ <input type="checkbox"/> Retained– Dates: _____ <input type="checkbox"/> Home Schooled– Dates: _____ <input type="checkbox"/> Other																															
ATTENDANCE # Days Absent Last Year: _____ # Days Absent Current Year: _____ Other Concerns: _____	<table style="width:100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center; padding: 5px;">GRADES</th> </tr> <tr> <td style="width:30%;"></td> <th colspan="3" style="text-align: center; padding: 5px;">ELEMENTARY:</th> <th style="text-align: center; padding: 5px;">SECONDARY:</th> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">math</td> <td style="text-align: center; padding: 5px;">reading</td> <td style="text-align: center; padding: 5px;">writing</td> <td style="padding: 5px;">GPA: _____</td> </tr> <tr> <td style="padding: 5px;">above</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="padding: 5px;">Credits Earned: _____</td> </tr> <tr> <td style="padding: 5px;">meets</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="padding: 5px;">Other Concerns:</td> </tr> <tr> <td style="padding: 5px;">below</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td></td> </tr> </table>			GRADES					ELEMENTARY:			SECONDARY:		math	reading	writing	GPA: _____	above				Credits Earned: _____	meets				Other Concerns:	below				
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Other Concerns: _____																																

INTERVIEW SUMMARY			
	PARENT	STUDENT	TEACHER
DATE:			
TYPE OF INTERVIEW:			
<input type="checkbox"/> ATTACH COMPLETED INTERVIEW NOTES			

CLASSROOM OBSERVATION	
DATE:	BY:
TYPE: <input type="checkbox"/> Interval <input type="checkbox"/> Latency <input type="checkbox"/> Washington	<input type="checkbox"/> Frequency <input type="checkbox"/> Duration <input type="checkbox"/> Other: _____
<input type="checkbox"/> ATTACH COMPLETED OBSERVATION FORM(S)	

TESTING RECORDS
<input type="checkbox"/> ATTACH COMPLETED WEB PORTAL STUDENT TEST DATA SUMMARY
(Be certain that all available GOM, MAP, MCA, & BST data are reported. Locate and add any missing data).

PROBLEM IDENTIFICATION SUMMARY – C1
Team Met to Review these Data on: _____
Prioritized Area of Concern: _____
Discrepancy Statement: _____
List at least 2 sources of convergent data that support this discrepancy: _____
<input type="checkbox"/> Baseline data are plotted on the attached graph
Disposition: <input type="checkbox"/> Level 1 Grade Level Team <input type="checkbox"/> Level 2: Consultation from Support Staff: _____
<input type="checkbox"/> Level 3: Problem Solving Team <input type="checkbox"/> Level 4: Special Education
Team Members Names: _____

Team Member Responsible for Follow-Up: _____

St. Croix River Education District Chisago Lakes, East Central, Hinckley/Finlayson, Pine City, and Rush City	PROBLEM SOLVING TEAM PROBLEM ANALYSIS FORM
---	---

Student: _____ Date Form Completed: _____

Step 1: List all hypothesis regarding cause or function of prioritized problem:		Step 2: List all relevant data to support or refute each hypothesis listed			
	HYPOTHESES	R REVIEW	I INTERVIEW	O OBSERVE	T TEST
I INSTRUCTION	1. 2. 3.				
C CURRICULUM	1. 2. 3.				
E ENVIRONMENT	1. 2. 3.				
L LEARNER	1. 2. 3.				

Step 3: Indicate selected hypothesis (circle or bold type). Selected hypothesis must have convergent data to support including quantitative data.

St. Croix River Education District Chisago Lakes, East Central, Hinckley/Finlayson, Pine City, and Rush City	STANDARD TREATMENT PROTOCOL DOCUMENTATION FORM
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This form may be used in replacement of forms Problem Solving forms CMF - C0-C3 when the building based problem solving team has reviewed school wide data and found converging evidence to suggest a need for a standard treatment protocol based intervention to be delivered to a group of students. Individual goals and graphs must be kept for each participating student. Participation rates (attendance) of each student in the group intervention must be documented. Implementation integrity of the intervention must be documented through observation. Decisions regarding the success of the intervention are to be made on an individual student basis. Include 1 copy of this form in each participating student's problem solving file.

Team Meeting Date: _____ Area of Concern: Reading Math Writing Behavior

Student Name: _____ (complete 1 form for group, make copies, and write individual student names on one form for each participating student)

PROBLEM IDENTIFICATION	
-------------------------------	--

List the data reviewed by the team for selection of students	List the criteria determined for inclusion in the group intervention
--	--

BRIEF PROBLEM ANALYSIS

Describe the common instructional need identified among this group of students
--

PLAN DEVELOPMENT

GOAL SETTING

<input type="checkbox"/> On each individual student progress monitoring graph, list student baseline score and goal

INTERVENTION

Brief Description:		When:	
Description of Needed Materials:		Where:	
Intervention Implementor:		How Often:	

<input type="checkbox"/> Intervention script is attached which describes the intervention activities in detail
--

MEASUREMENT SYSTEM

Data Collection System:		Frequency of Data Collection:	
Data Collector:		When will Data be Collected?	
What Will Be Recorded?			

DECISION MAKING RULE

<input type="checkbox"/> Slope / Trend Analysis <input type="checkbox"/> Consecutive Data Point Rule <input type="checkbox"/> Level of Performance <input type="checkbox"/> Other: _____
--

Intervention Start Date: _____ Review Date: _____ Time: _____ Place: _____

5/20/10

St. Croix River Education District Chisago Lakes, East Central, Hinckley/Finlayson, Pine City, and Rush City	PROBLEM SOLVING TEAM PLAN IMPLEMENTATION REVIEW
---	--

Student: _____ Review Date: _____

Intervention #: 1 2 3 _____

Attach completed, dated intervention script observation form from initial observation

INTERVENTION PROTOCOL INTEGRITY
--

<input type="checkbox"/> Team agrees that the written intervention script fully matched the implemented intervention	<input type="checkbox"/> Team agrees that the written intervention script <u>did not</u> fully match the implemented intervention from the initial observation Describe all revisions made to the intervention script: <input type="checkbox"/> Attach completed, dated intervention script observation form after revisions were made documenting intervention integrity.
--	--

PLAN LOGISTICS INTEGRITY

<input type="checkbox"/> Team agrees that the intervention occurred for the number and duration of sessions as designed on the plan development form.	<input type="checkbox"/> Team agrees that the intervention <u>did not</u> occur for the number and duration of sessions as designed on the plan development form. Describe differences between planned and actual intervention session number and length:
---	--

5/20/10

St. Croix River Education District Chisago Lakes, East Central, Hinckley/Finlayson, Pine City, and Rush City	PROBLEM SOLVING TEAM PLAN EVALUATION
---	---

Student: _____ Intervention #: 1 2 3 _____

Mid-Intervention Checks Resulting in No Change of Plan:

Date	# Data Points	Comments

Plan Evaluation:

Date: _____ Attach graph of student progress data

This intervention began on _____ and continued through _____.

Total # of sessions received: _____ Total # of data points being considered: _____.

1. As a result of this intervention implementation:
 - Goal was met
 - Trend line shows that the student is on track to meet or exceed year end goal
 - Trend line shows that the student is not on track to meet or exceed the year end goal

2. For academic concern for which student is not on track: (others skip to item 3)
 - Trend line shows that the student is not on track to meet or exceed the year end goal, but is making at least one year's growth in one year's time
 - Trend line shows that the student is not on track to meet or exceed the year end goal, and is making less than one year's growth in one year's time

3. In the team's opinion, was the plan responsible for any change?
 - Yes No Not sure

4. The next steps for the team will be to:
 - Discontinue intervention – goal met
 - Maintain or generalize current plan
 - Select a new problem (New Problem ID & Analysis Form)
 - Select a new hypothesis for the same problem (Revise RIOT ICEL Matrix to reflect new problem analysis work)
 - Retain current hypothesis, but modify the intervention plan (New Student Intervention Plan Form)

5. Is a referral for a special education evaluation being considered at this time?
 - Yes No

Next Meeting Date: _____

(If none is needed, information should be placed in the student's cumulative record).