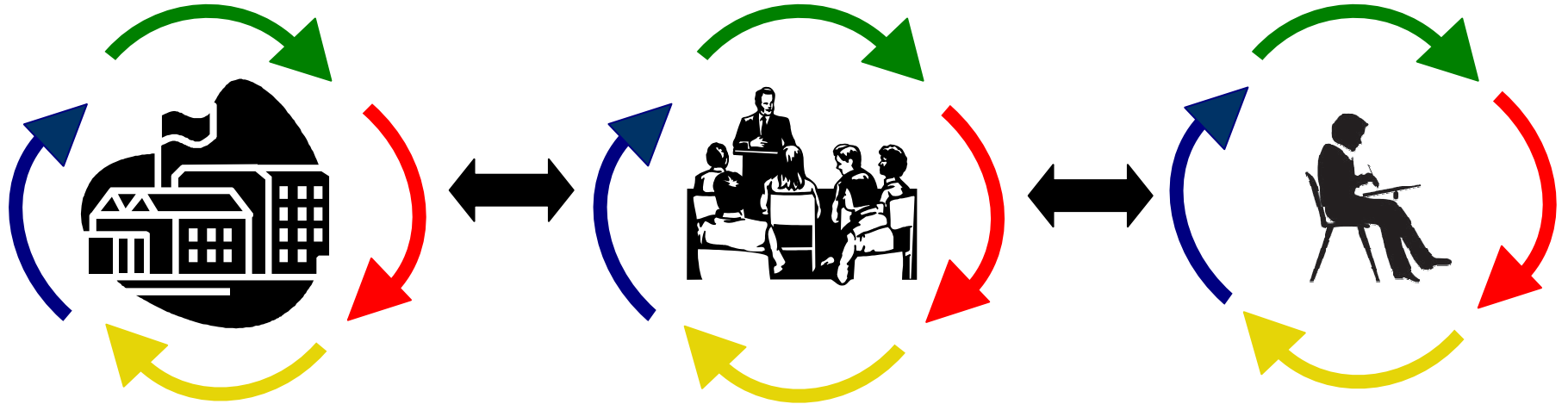




SCHOOL-BASED INTERVENTION TEAMS:

Finding the Keys to Student Success



**QUICK GUIDE
2007-2008**



Foreword

Pasco's vision is to "***Create a community which works together so all students will reach their highest potential.***" *A Community of Connected Schools* is Pasco's design for restructuring schools to better prepare students for the opportunities and challenges of the 21st century. This design seeks to identify the most promising educational practices and integrate these practices into a comprehensive program linking pre kindergarten through post secondary education.

In implementing the components of Pasco's vision, our schools strive to provide a caring community, focused on successful learning for all students. Key concepts of *Learner Focus*; *Standards-Driven System of Curriculum, Instruction and Assessment*; and *Organizational Structure* offer effective proactive approaches to preventing failure beginning with high quality education programs and extending into the elementary, middle, and high school grades.

The concept of *Learner Focus* requires that teachers assess and identify their students' current learning needs and abilities regularly and use this information to make learning and teaching plans...Teachers recognize individual differences and adjust their practices accordingly...Teachers meet the needs of their students at their individual levels of development.

Pasco's intervention process is built upon research-based practices related to collaborative problem solving and intervention design. Pasco's vision centers on similar principles as the problem-solving model, foremost of which is the tenet that all children can learn. This guide provides information on the key components of problem solving. It is intended to provide an overview of information to assist staff in better understanding the process of developing effective behavioral and academic intervention plans.

If you have specific questions regarding the information contained in this resource guide or are interested in training, please contact the Department of Student Services (#4-2363)



S-BIT: Uses a collaborative, strategic problem solving intervention process that supports teachers and leads to improved student outcomes. The premise of S-BIT is that teachers and building support staff, working together, have the expertise and the experience to support their peers in resolving student, classroom, and school-wide issues. The purpose of School-Based Intervention Teams differs from traditional processes in that

S-BIT teams can analyze problems at multiple levels within the school, not just at the student level. When implemented correctly, the S-BIT process can be an extremely powerful support tool. Appropriate implementation, however, can only be achieved through effective building-wide planning.

When establishing School-Based Intervention Teams, it is very important to create a positive climate. Keep the following points in mind in order to do so:

“Building based, not program, or district based”

Foster the idea that S-BIT is an agent of the teaching staff and should reflect the staff’s character, strengths, and needs,



“Strength in numbers”

Promote the message that the expertise of the building staff is perhaps the greatest resource available in addressing the issues of at-risk youth

“Different strokes for different folks”

Support the theme that as an educator you must recognize and respond to individual differences

“Our Kids, not your kids”

Reaffirm that all students are the responsibility of the entire building staff

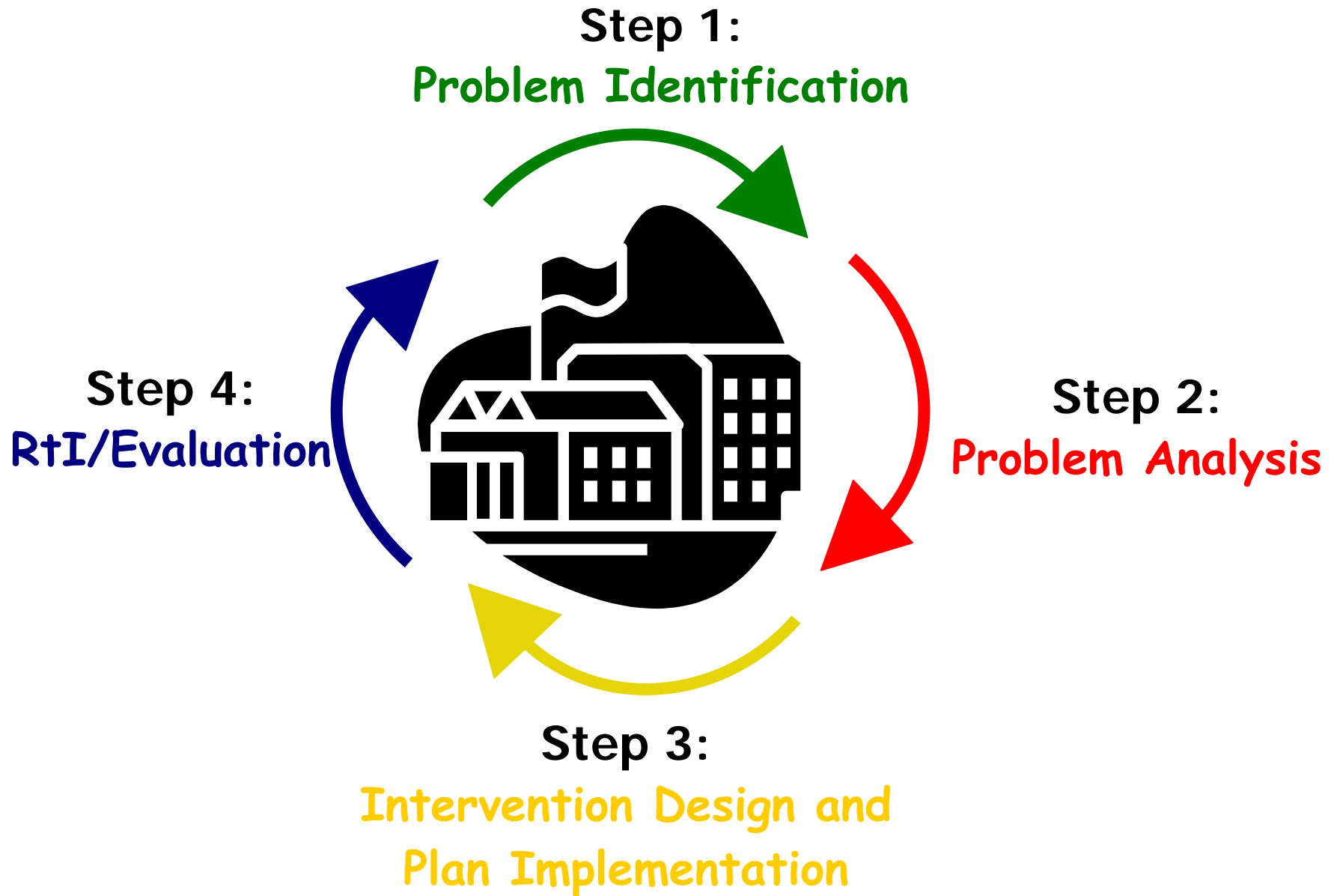
“Responsibility with authority”

Recognize that the teacher/team requesting assistance from the S-BIT is always in charge of the referral

ESSENTIAL BELIEFS:

- **Student performance** is influenced most by the **quality of the instruction and intervention** we deliver and how well we deliver them - not preconceived notions about child characteristics
- **Effective instruction** in general education is the foundation for all decision-making
- **Decisions** are best made with data
- **Our expectations** for student performance should be dependent on a student’s response to intervention, not on the basis of a “score” that “predicts” what they are “capable” of doing

PROBLEM SOLVING PROCESS



1. PROBLEM IDENTIFICATION

Step 1:

Problem Identification
WHAT IS THE PROBLEM?



Goal: To define the problem as “the measurable **difference** between what is **expected** and what is **observed**.” The problem should be specific, observable, and measurable.

Prioritize the Concerns: The definition of the problem must focus on teachable skills that are educationally meaningful and alterable through instruction.

Identify Replacement Behaviors: What do you want the student to do?

Conduct a gap analysis by answering the following questions

Problem Identification Pitfalls

- Avoid admiring the problem
- Avoid choosing a problem that can't be changed
- Avoid vague or broad problem definitions
- Avoid moving to the next step before gathering baseline data about the problem situation
- Failing to make replacement behavior ambitious
- Setting replacement behavior frustratingly high
- Basing replacement behavior on a standard that does not reflect grade level expectations

- What is the student's present level or performance?
- What is the student's expected level of performance?
- What is the current level of peer performance?
- Is there a gap between the student and the expectation?
- Is there a gap between the peers and the expectation?
- Is there a gap between the student and the peers?

2. PROBLEM ANALYSIS



Goal: To determine probable causes for the problem by considering relevant information related to instruction, curriculum, environment, and the student.

The reasons for the problem:

- Should be based on information relevant to the desired replacement behaviors identified in Step 1
- Should focus on alterable variables
- Should be specific, observable, and measurable
- Must consider both skill and performance deficits

Discuss whether the student has received additional support to target the identified areas of need.

Consider the following guiding questions:

- Has the student been provided with additional Academic Engaged Time in the area of concern?
- Has the intervention been narrowed to the specific area of concern?
- Are there possible reasons for the identified gap in each of the following areas: curriculum, peers, classroom, teacher, parent/community, within student?

Problem Solving Pitfalls

- Viewing the problem as internal to the child
- Failing to examine when the problem does and does not occur
- Generating hypotheses about variables that cannot be changed (labels, family factors)
- Jumping to solutions

3. INTERVENTION DESIGN AND PLAN IMPLEMENTATION



Step 3:

Intervention Design & Plan Implementation
WHAT ARE WE GOING TO DO ABOUT IT?

Problem Solving Pitfalls

- Selecting an intervention that is not directly linked to the problem analysis findings.
- Selecting an intervention that is unacceptable to the person that will be implementing it.
- Changing/selecting the intervention procedures without getting the team's and/or parent input.
- Implementing an intervention without gathering progress monitoring data.
- Not implementing the intervention as planned.

Goal: To review and adjust systems of support at each TIER of intervention as needed. Intervention is developed and focuses on WHAT is taught and HOW it is taught. A progress monitoring plan is also developed to measure the effectiveness of the intervention.

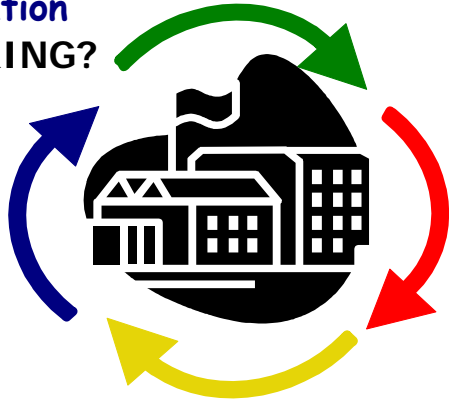
Interventions should be derived based on the findings of problem analysis step (STEP 2).

Examine interventions that best fit the needs of the student, classroom, and/or school. Consider available support, time, personnel, and acceptability.

Effective interventions 1) always increase the intensity of instruction, 2) provide more opportunities for previewing, re-teaching, reviewing, and practicing, 3) are focused on the most essential learning needs, 4) are integrated to core instruction, 5) are evidence-based, 6) are delivered with integrity, 7) are implemented for sufficient time, and 8) are evaluated frequently.

4. RtI/EVALUATION

Step 4
RtI/Evaluation
IS IT WORKING?



Problem Solving Pitfalls

- Making decisions without adequate data
- Not considering teacher acceptability and the degree of implementation
- Not planning for maintaining the skills or generalizing the skills to new and different concepts

Goal: To evaluate the student's progress and Response to Intervention.

First, determine whether or not the intervention was implemented as planned.

Then, review the progress-monitoring data collected during the intervention implementation period.

Review the data and determine Response to Intervention.

1. Good Response (gap is closing)?

If a good response, continue intervention.

2. Questionable Response (gap stops widening, but closure does not occur)?

If a questionable response, increase exposure (add more time or narrow the focus of the intervention).

3. Poor Response (gap continues to widen with no change in rate)?

If a poor response, review Problem Solving steps 1-3 and adjust as necessary.

ONLINE RESOURCES:



- **Florida Center for Reading Research** <http://www.fcrr.org/>
 - The Florida Center for Reading Research (FCRR) was established to conduct research on literacy development and reading instruction and assessment. Resources provided on the website are research based and range in target age from PreK through 12th Grade. While the site does not specifically address RtI as a conceptual model, it does provide an array of evidence-based interventions that can be used in a data based, decision-making model such as RtI. Information regarding core and supplemental reading instruction strategies and progress monitoring tools is also included.
- **Center on Instruction** <http://www.centeroninstruction.org/>
 - The Florida Center for Reading Research has recently become part of the National Center for K-12 Instruction in Reading, Math, and Science. Part of the Comprehensive Center network, the Center on Instruction is one of five content centers serving as resources for the 16 regional U.S. Department of Education Comprehensive Centers. FCRR is responsible for the reading strand of the center.
- **International Reading Association** http://www.reading.org/resources/issues/focus_rti_library.html
 - This site offers a plethora of articles that have been collected by the International Reading Association (IRA). Most of the resources listed on this site are published in professional, refereed journals and are available at no charge. While the focus of the site is primarily on research in the field of reading and emergent literacy, there are some references included that address RtI and problem solving in general terms.
- **Big Ideas in Beginning Reading:** <http://reading.uoregon.edu/>
 - This website is designed to provide information, technology, and resources to teachers, administrators, and parents across the country. Big Ideas in Beginning Reading focuses on the five BIG IDEAS of early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension. The website includes definitions and descriptions of the research and theories behind each of the big ideas, describes how to assess the big ideas, gives information on how to teach the big ideas including instructional examples.
- **Center for Effective Collaboration and Practice:** <http://cecp.air.org/fba/>
 - Behavior interventions.
- **Center for Improving Reading Competence Using Intensive Treatments School wide (Project CIRCUITS):** <http://www.wcer.wisc.edu/cce/reading.html>
 - Investigating reading intervention models for K-3 students.

- **Vaughn Gross Center for Reading and Language Arts:** <http://www.texasreading.org/utcrcla/>
 - The Center is committed to providing leadership to state, national, and international educators in effective reading and mathematics instruction through its diversified research, technical assistance, and professional development projects. From translating research into practice to providing online professional development, the Center emphasizes scientifically based research and instruction and is dedicated to improving reading and mathematics instruction for all students, especially struggling readers, English language learners, and special education students.

- **OSPI K-12 Reading Model:** <http://www.k12.wa.us/CurriculumInstruct/reading/pubdocs/K-12ReadingModel.pdf>
 - Explanation of multiple-tiered reading model for Washington.

- **OSPI Review of Grades 4-12 Reading Interventions:**
<http://www.k12.wa.us/CurriculumInstruct/reading/pubdocs/4-12ReadingIntervention.doc>
 - Comprehensive review of reading programs for Washington.

- **OSPI Mathematics and Reading Core/Comprehensive Instructional Materials Review:**
http://www.k12.wa.us/curriculumInstruct/pubdocs/K12InstructionalMaterialsReview/K-12_InstMatRev_Full.pdf
 - Comprehensive review of published mathematics and reading programs alignment with GLEs.

- **Reading Rockets:** <http://www.readingrockets.org/>
 - Resources for school psychologists, reading specialists and classroom teachers in reading.

- **Positive Behavior Support Power Point Presentations for School Staff:**
<http://www.modelprogram.com/?pageid=41897>
 - Free downloads directed at building school wide positive behavior support (MODEL).

- **Office of Special Education Programs School-wide Positive Behavior Support Implementers Blueprint and Self-Assessment:** <http://www.pbis.org/files/Blueprint%20draft%20v3%209-13-04.doc>
 - Three-tiered model for positive behavior support.

- **What Works Clearinghouse:** <http://www.whatworks.ed.gov/>
 - Established by the U.S. Dept. of Education (Institute of Education Sciences) to provide educators, policymakers, researchers and the public with a trusted source of information regarding evidence of what works in education.

- **Intervention Central:** <http://www.interventioncentral.org/>
 - Reading, math and behavior interventions, CBM probes and mastery measures.
- **The National Center for Culturally Responsive Educational Systems (NCCREST):** <http://www.nccrest.org/>
 - NCCRESt, a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

Universal Screening and Progress Monitoring/CBM Tools for Reading, Writing and Mathematics:

- **Progress Monitoring and Reporting Network** <http://www.fcrr.org/pmrn/index.htm>
 - This page appears on the Florida Center for Reading Research website. The Progress Monitoring and Reporting Network (PMRN) is a web-based data management system for recording and reporting student assessment data. The PMRN stores, organizes, and generates descriptive reports based on DIBELS data that can be used to plan reading instruction and to evaluate progress.
- **Aimsweb:** <http://www.aimsweb.com/index.php>
 - CBMs in reading, writing, and mathematics (includes Spanish literacy).
- **CBMNow:** <http://www.cbmnow.com/>
 - CBMs in reading, writing, mathematics and spelling.
- **DIBELS Home Page:** <http://dibels.uoregon.edu>
 - Reading CBMs.
- **Preschool (three to five): Get it Got it Go!** <http://www.getgotgo.net/>
 - Through the comprehensive web-based system, you can learn how to use preschool measurements, download the assessment tools, and manage scores for the children you assess. Upon registration, you will also have full access to free online management tools. You will be able to manage and monitor a child's progress at any location that Internet access is available to you, as well as generate graphical reports on each child's progress at any point in time.

- **National Center on Student Progress Monitoring:** <http://www.studentprogress.org/chart/>
 - Review of CBMs in reading, writing and math.
- **Chart Dog 2.0** http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php
 - Chart Dog 2.0 is an interactive site that allows the user to load information into a graphing program to visually display progress monitoring data for a student or group of students. This web-based graphing tool can be used with behavior or academic data and may be helpful for an educator learning to display data in a graphic format.
- **Monitoring Student Progress: School Improvement in Maryland**
<http://www.mdk12.org/data/progress/index.html>
 - This website provides information for practitioners about developing a monitoring plan, evaluating the effectiveness of the plan, and using data to inform instruction. Developed in Maryland, this system references the specific learning standards and monitoring tools used in Maryland; however, the process can be applied to other statewide systems, and the site emphasizes the use of data to drive instruction.
- **National Center on Student Progress Monitoring** <http://www.studentprogress.org/>
 - This site includes a discussion board as a forum to address the use of CBM for progress monitoring, an evaluation rubric for various commercially designed monitoring tools, and a comprehensive resource library.
- **OSPI Manual Regarding Evaluation and Assessment in Early Childhood Special Education: *Children Who Are Culturally and Linguistically Diverse:***
<http://www.k12.wa.us/SpecialEd/pubdocs/CLD.pdf>
 - OSPI guidance for evaluation of young students who are culturally and linguistically diverse.
- **Research Institute on Progress Monitoring:** <http://www.progressmonitoring.org/>
 - Provides technical assistance to states and districts and disseminates information about progress monitoring practices proven to work in different academic content areas.
- **Curriculum-Based Measurement Warehouse**
<http://www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php>
 - Curriculum-Based Measurement (CBM) Warehouse is a service of Intervention Central. CBM Warehouse offers resources for professional development, such as training manuals and handouts. The site includes CBM probes, recording forms, and selected interventions. A section is devoted to computer applications and printable graphs for charting CBM data. Links to other CBM sites are also included.

- **What Is Curriculum-Based Measurement And What Does It Mean to My Child?**
<http://www.studentprogress.org/families.asp>
 - This article, by Kathleen McLane, appears on the family resources link of the National Center on Student Progress Monitoring website. The author gives parents a basic overview of curriculum based-measurement and its benefits. A link to an additional article is provided for parents seeking more detailed information about CBM.

Model RTI Programs, Policies and Procedures:

- **Problem Solving and Response to Intervention: A Collaborative Project between the Florida Department of Education and the University of South Florida**
<http://www.floridarti.usf.edu/index.html>
 - Provides information regarding the Florida PS/RtI Project and resources related to RtI.
- **IRIS Center's RTI Module:** http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm
 - RTI training module.
- **University of South Florida Web-based Training: Problem Solving/RtI Training**
http://131.247.120.48/rti_training/
 - This online training includes four modules that cover information related to the Problem-Solving Model and Response to Intervention. The modules include selected literature, a presentation with accompanying notes, and an online evaluation. Participants may print a certificate of completion, which may be used towards continuing education credits.
- **Colorado Department of Education's Response to Intervention**
<http://www.cde.state.co.us/cdesped/RTI.asp#RES>
 - Indicators of School Readiness for RtI: A Self –Assessment Tool (Intended to assist schools/districts in determining appropriate next steps toward RtI implementation)
 - RtI Configuration Map (Designed to help schools assess their level of involvement re: data-driven decision making, collaboration, problem-solving teams, research-based practice, etc.)
 - Problem-Solving Model Self-Study (Developed by Mark Shinn, assesses skills and need areas as related to using problem solving with school-based teams)
- **Flex Service Delivery System** <http://www.flds.org/index.html>
 - This is the website for the Problem Solving Model used in Illinois. The concept of problem solving is used in the broad context, and includes Response to Intervention. The site is comprehensive, well organized, and reader/user friendly. It offers a clear overview of problem solving and RtI and

includes many helpful resources. The Overview section provides information on introduction to the model, definitions, process, and professional development. In addition, the entire overview can be downloaded as a PDF document. The Resources section includes presentations and forms (which can be modified), key articles, and intervention resources. Included is a Frequently Asked Questions section, and the Links section include sites such as What Works Clearinghouse, Intervention Central, Positive Behavioral Interventions and Supports, and the Florida Center for Reading Research.

- **National Association of State Directors of Special Education:** <http://www.nasdse.org/>
 - Included on this site is the NASDSE and CASE “White Paper” on RtI, which provides an overview for general education and special education with emphasis on core principles and components. Also available is a presentation, based on NASDSE’s Response to Intervention: Policy Considerations and Implementation. The third component of this site is a paper entitled Myths about RtI Implementation which provides information about the purposes and intents behind the RtI model and how special education eligibility fits into this process.

- **National Association of School Psychologists:** <http://www.nasponline.org/>
RTI resources.

- **RtI Wire** http://www.jimwrightonline.com/php/rti/rti_wire.php
 - This site offers a range of resources including commercially and non-commercially published articles. There are five sections listed, each containing a variety of links and sites for the reader to review, including:
 1. RtI: Understanding the Model
 2. RtI and Problem-Solving Teams
 3. Selecting the Right Intervention
 4. Monitoring Student Progress
 5. Graphing Data for Visual Analysis

- **National Research Center on Learning Disabilities:** <http://www.nrclid.org>
 - RTI resources.

- **Office of Special Education Programs Ideas that Work Toolkit for Assessing Specific Learning Disabilities:** http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp
 - Model RTI Policies and Procedures.

- **A Parent’s Guide to Response-to-Intervention:**
http://www.nclld.org/images/stories/downloads/parent_center/rti_final.pdf

- **Washington State Association of School Psychologists:** <http://www.wsasp.org/>
 - Position papers, evaluation guidance and more

- **Flexible Service Delivery System PowerPoint Presentations**
http://www.flds.org./resources_ppt_cbm.html
 - This page is part of the resources section of Illinois' Flexible Service Delivery System (FSDS) website. FSDS provides links to several presentations on Curriculum Based Measurement, DIBELS, and Curriculum Based Evaluation. Visitors are granted permission utilize and/or modify the presentations but are asked to give credit to the original author.



Give us your feedback!

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Student Services Department

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