Response to Intervention:
InitialConsultation

Traditional vs. Problem-Solving

- Focus on problems within child
- Causes presumed to be largely due to internal variables
- Unexpected underachievement (relative to ability)
- IQ-Achievement discrepancy
- Assumes better classification leads to better treatment

- Focus on outcomes
- Causes presumed to be largely due to external variables
- Unexpected underachievement (relative to good instruction)
- Failure to respond to empirically validated instruction or interventions
- Decisions about students based on progress monitoring data

- Define Problem
- Directly Measure Behavior/Skill

- Analyze the Problem
- Validate Problem
- Identify Variables that Contribute to Problem

- Develop Plan
- Implement Plan as Intended
- Progress Monitor
- Modify as Necessary

- Evaluate Response to Intervention (RtI)

Review

- What are the essential components of data-dialogues?
- What are the benefits of collaborative consultation?
- Identify possible data meetings and their purpose.

The Problem-Solving Process

Steps in the Process	Roles of the Team
1. **Define the Problem** What is the problem? 2. **Problem Analysis** Why is this problem occurring? 3. **Implement Plan** What are we going to do about it? How will we monitor progress? 4. **Evaluate Response to Intervention** Did it work?	1. **Coordinator** 2. **Consultant** 3. **Recorder** 4. **Timekeeper** 5. **Parent** 6. **Persons with Expertise in:** • **Data** • **Interventions** **- Academic/Behavioral** • **Parent Partnerships** • **Community Resources**

Individual Problem-Solving Process

- The goal is not just remediation, but prevention!
- The hope is that problem-solving skills will be passed on to the consultee.
- We are looking for the BEST AVAILABLE SOLUTION!

When do the Problem-Solving Steps Take Place?

- Defining and Clarifying the Problem
  - This step should take place prior to the problem-solving team meeting.
  - A member of the team should consult with the classroom teacher to obtain the information needed to define and clarify the problem
  - Through consultation an observable, measurable problem should be determined

Define and clarify the problem (WHAT)

- Establish a calm, rational problem-solving atmosphere

  (3 parts to WHAT)

  - Make a list of all problems
  - Prioritize list
  - Generate goals for top priority problem statements

Defining the Problem

- Define clearly and specifically what problems the student is having
  - Best described by determining the difference between desired behavior and current behavior
- Describe strengths and needs of student
- Valid and reliable measures of student's skills are essential (objective measures such as CBM, DIBELS, Benchmarks, Unit Assessments, Adams 50, classroom observations, etc.)

Defining the problem in each Tier

- Tier 1
  - Desire is that all students are proficient
  - Problem is the difference between how many students are proficient and 100%
- Tier 2
  - Difference between non-proficient students' performance and expected success (Gap Analysis)
- Tier 3
  - Difference between individual student's performance and criterion of success (adequate growth & Gap Analysis)

Gap Analysis

Gap Analysis

- A critical component in determining a student's response to an intervention.
- A critical component in determining the intensity level of an intervention.
- A Gap Analysis is determined by dividing the expected benchmark by the current student performance.

Steps for determining Gap

- A student is in second grade and is reading 20 words per minute (wpm) based on an Oral Reading Fluency probe given during the winter screening.

1. Determine the benchmark expectation for winter. For the above student the benchmark based on DIBELS is 68 words per minute in winter.

To establish the Gap:

2. Divide 68 wpm (the expected benchmark) by 20 wpm (the current performance)

68/20 = 3.4

- The Gap the student has to close by the end of the year is 3.4.

3. Determine if the Gap is significant. With many elementary skill deficits, a Gap above 2.0 is considered significant.

Steps Continued

- The next phase of Gap analysis includes determining what sufficient progress is necessary to close the Gap. (For the above student a targeted or intensive intervention is needed to attempt to close the Gap because the gap is more than 2.0.)

Steps Continued

4. Determine the gain the student needs to make to close the Gap. To determine the necessary gain subtract the student's current performance from the expected benchmark in spring. Teams use the future benchmark because the focus needs to be on closing the Gap, which requires understanding the future expectation.

For the above student the calculation is as follows: 90 wpm (Spring benchmark) – 20 wpm (student's current performance) = 70 wpm (necessary to close the gap and be on the same level as peers).

Steps Continued

5. At this point, the problem-solving team determines what progress is realistic for the student. 70 wpm (necessary gain) divided by 15 (number of weeks for intervention) = 4.6 wpm (weekly gain needed)

- In this case, 4.6 wpm may be an unrealistic goal for the student. Realistic goals need to be determined based on intervention intensity and research-based gain charts.

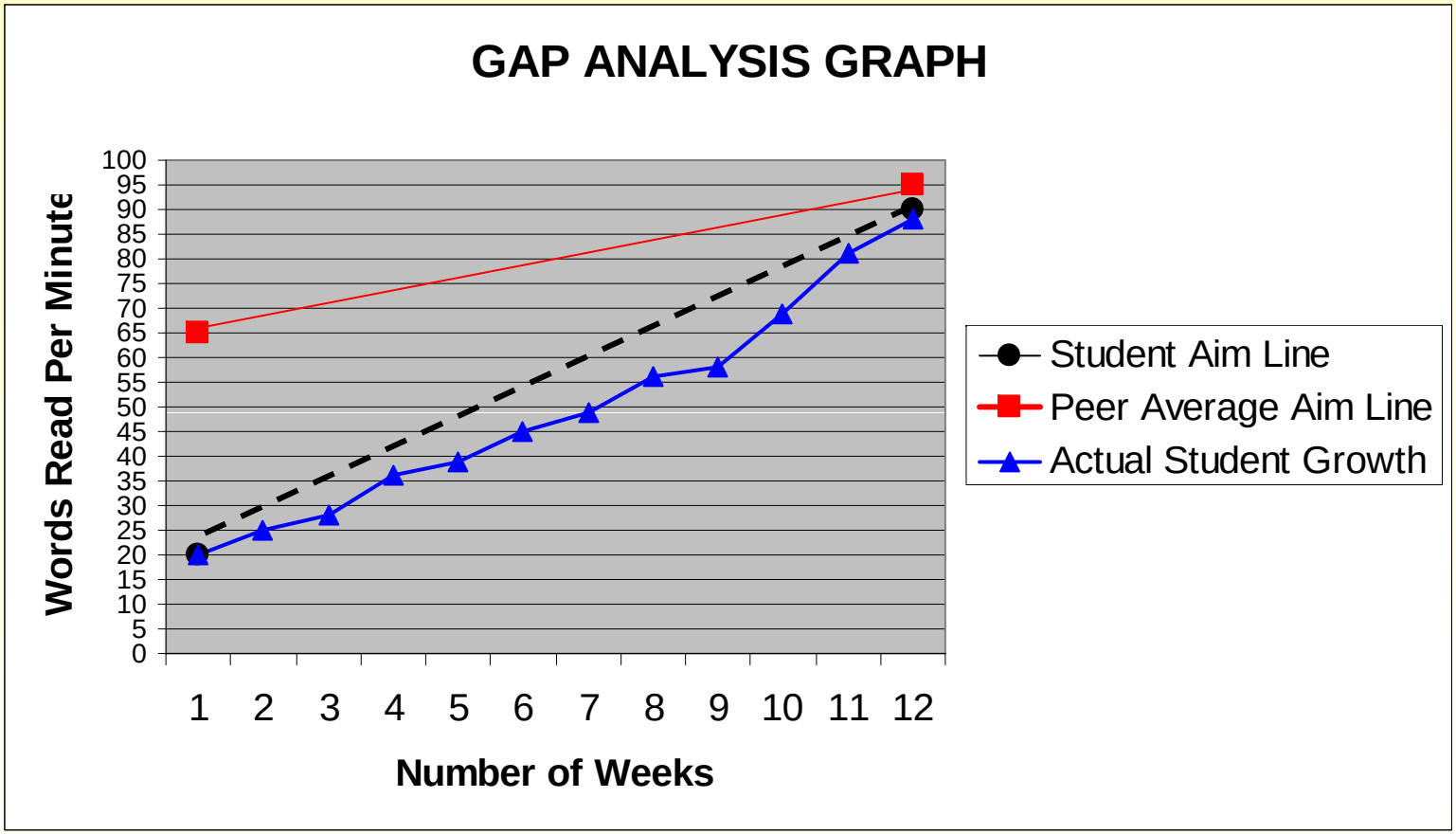
Important Considerations

- The problem-solving team determines whether this is a realistic goal for the student. The team may decide to determine the number of weeks needed to close the Gap based on a reasonable weekly gain. For example if the student is expected to gain 3 wpm a week then the team could divide 70 wpm (necessary gain) by 3 wpm (weekly gain) to establish the length of intervention as 24 weeks.

Important Considerations

- Gap Analysis needs to be conducted regularly throughout the intervention to determine sufficient progress and response to intervention. The Gap should always be established based on grade-level expectations even if progress is being monitored below grade-level.

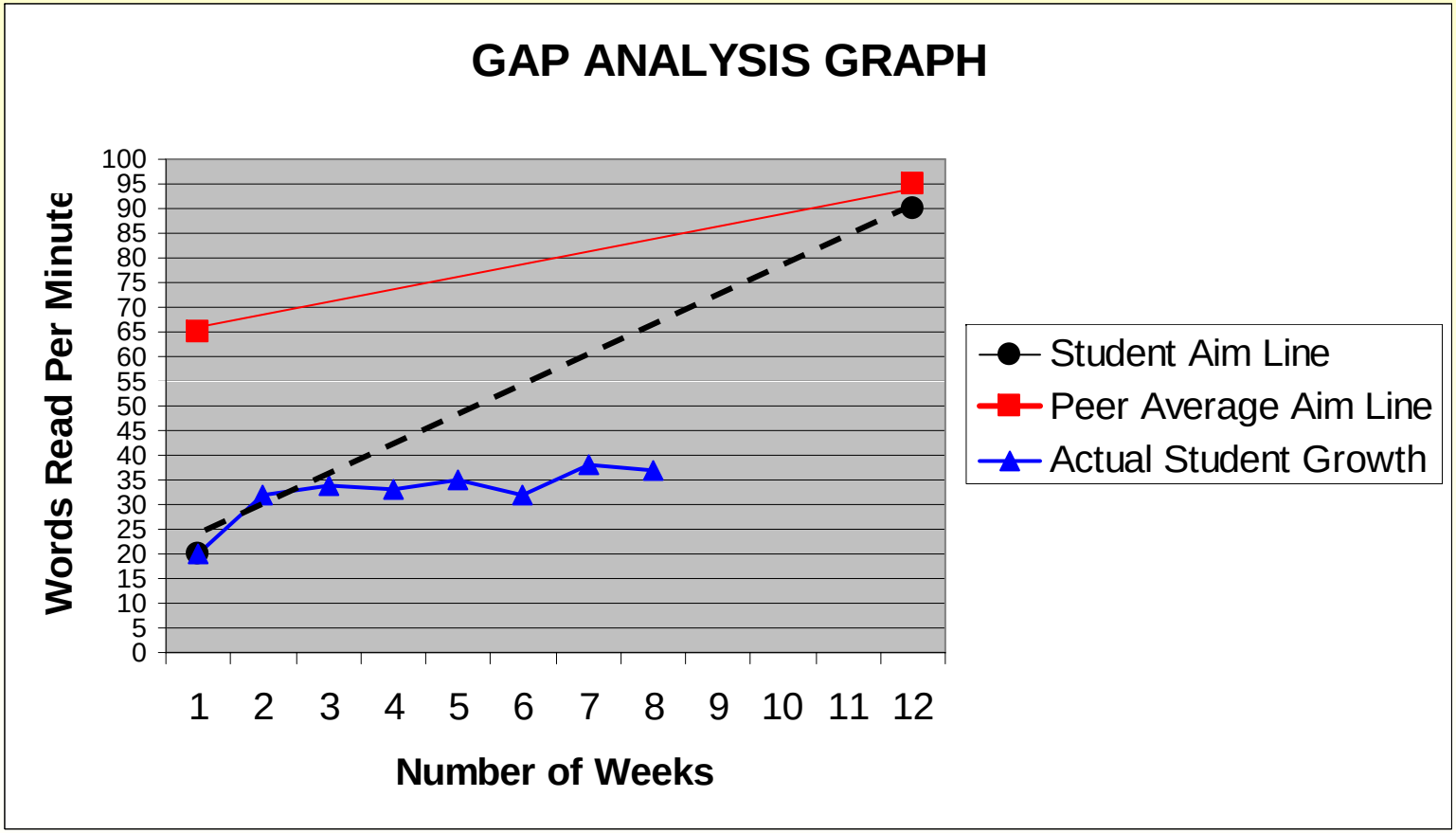
Sufficient Progress



Benchmark - 90 / Current Level – 20 = 70 (gain needed to close the Gap)

Intervention resulted in the 4.6 WPM growth per week necessary to close the Gap with peers.

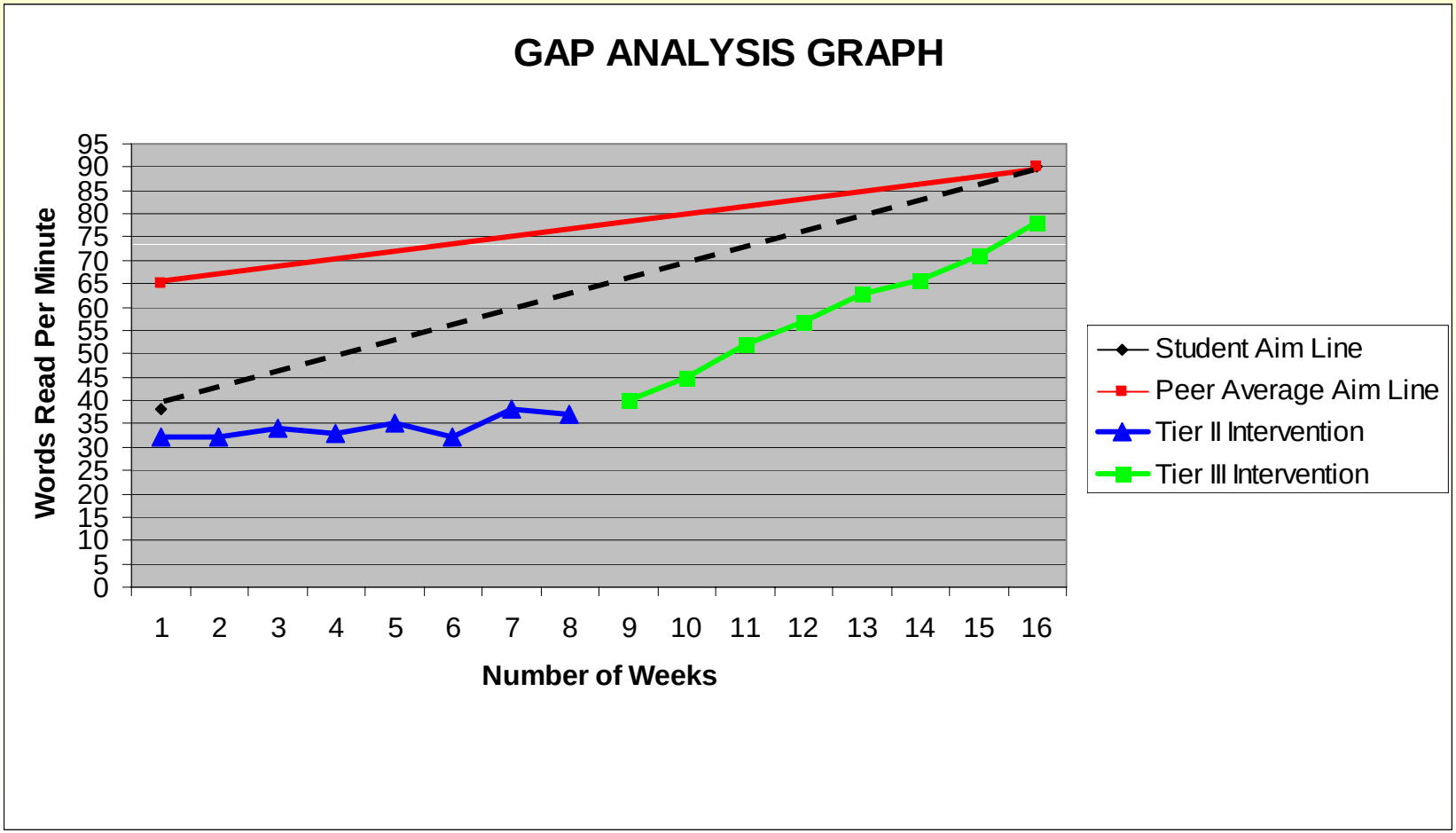
Insufficient Progress



Benchmark - 90 / Current Level – 20 = 70 (gain needed to close the Gap)

Intervention did not close the Gap – student needs more time, intensity or a different intervention.

Sufficient Progress with Intense Intervention



Gap Analysis

Behavior Example:

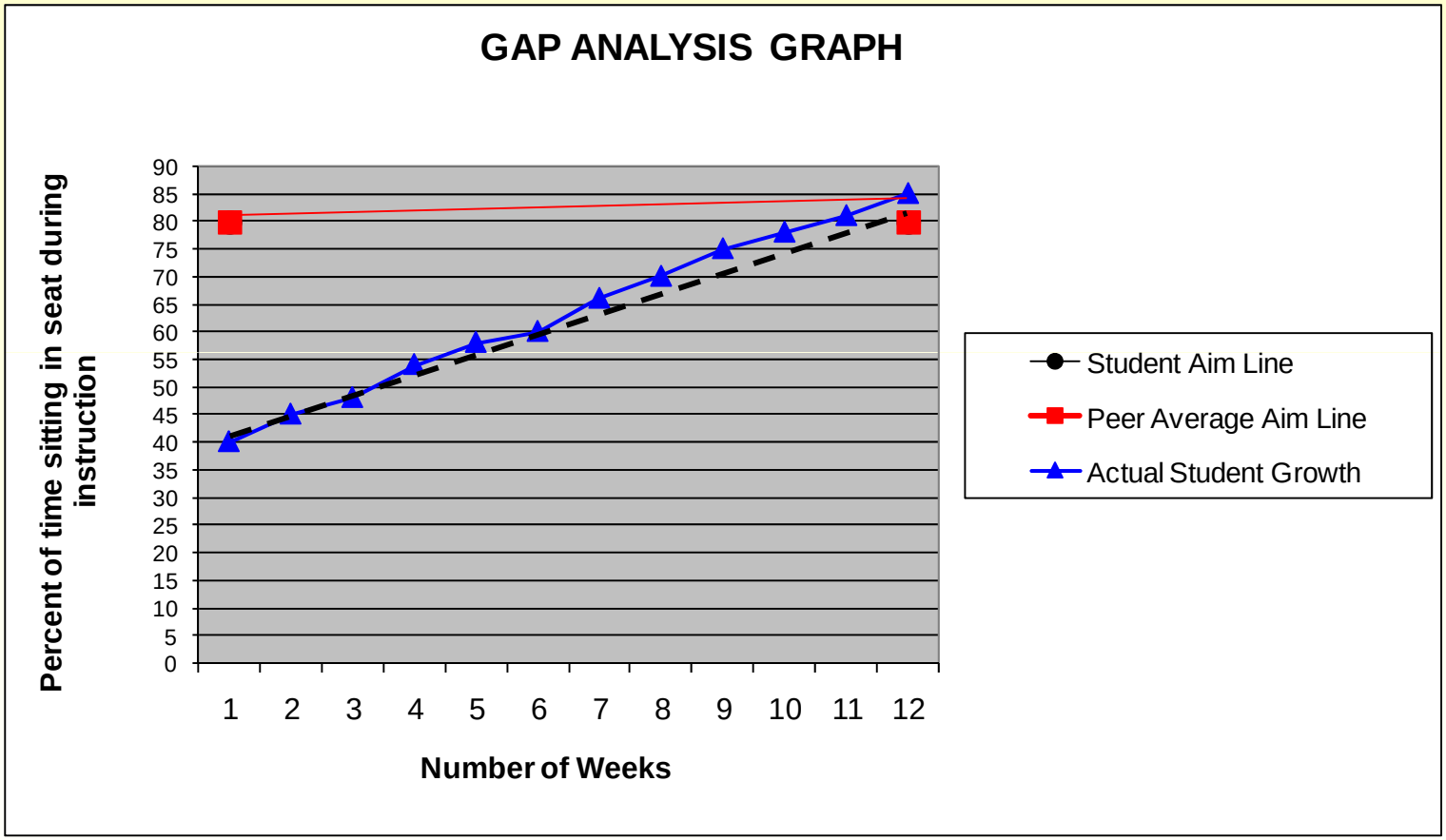
Benchmark divided by Current Level of Performance = Gap

80% of time sitting in seat during instruction/
35% of time sitting in seat during instruction =
2.28 Gap

80% should be the benchmark for many classroom based behaviors – framing behavior in positive terms.

2+ = Significant Gap and signifies a need for Tier II or Tier III intervention to close the Gap between student and peers.

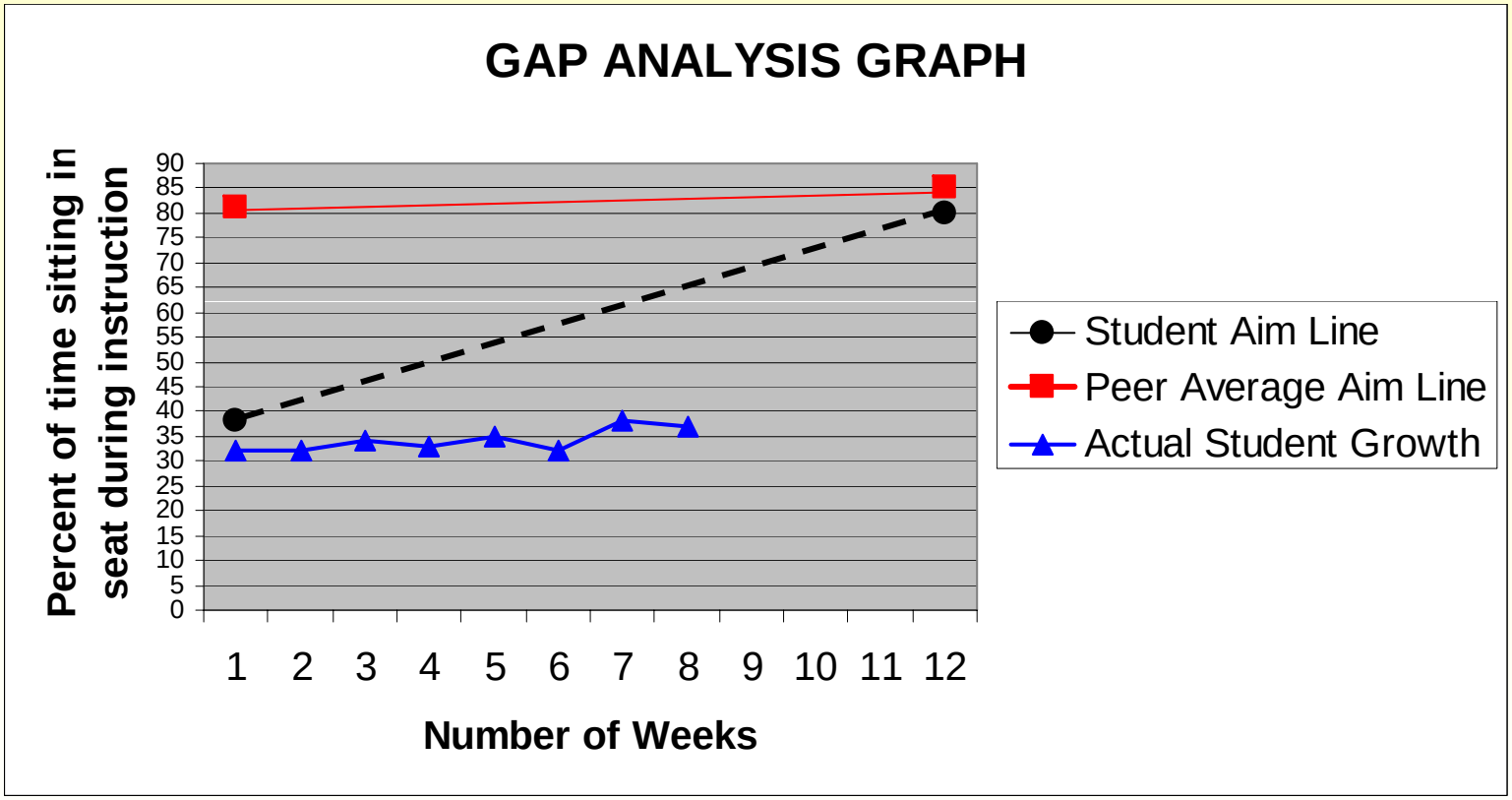
Sufficient Progress



Benchmark – 80% / Current Level – 35% Gap = 2+

Intervention resulted in growth necessary to close the Gap with peers.

Insufficient Progress



Benchmark – 80% / Current Level 30% Gap = 2+

Intervention did not close the Gap – student needs more time, intensity or different intervention.

Discuss defining the problem and determining a Gap with your team.

What mechanisms do you already have in place?

What challenges do you have?

When do the Problem-Solving Steps Take Place?

- Analyzing the Problem
  - This step should also be conducted prior to the meeting between the consultant and teacher.
  - However, the team may provide insight to the problem as interventions are discusses

Analyze the forces impinging on the problem (WHY)

(3 parts to WHY)

- Identify factors contributing to the problem
- Identify potential resources
- Be sure to consider system influences

Analyze the Problem

- Why is the problem happening?
  - Must focus on instructionally relevant and changeable variables
  - Develop a hypothesis about the critical skill and performance deficits attributing to the identified problem
  - Discuss specific curriculum and instructional recommendations directly linked to the hypothesis that may directly remediate the problem

Analyzing the Problem in Tiers

- Tier 1
  - If many students are not proficient with the core curriculum, the factors related to effective implementation must be considered (Is the curriculum evidence-based? Is it being implemented with fidelity?)
- Tier 2
  - Group students based on assessment
  - Evaluate response to supplemental curriculum
- Tier 3
  - Diagnostic assessment of learning needs
  - Skills-based and curriculum-based
  - Linked directly to grade-level expectations for student performance