



Response to Intervention:
Initial Problem-Solving Meeting

When do the Problem-Solving Steps Take Place?

- Generate Intervention
 - The team meeting should focus on this step.
 - If the prior two steps are conducted well and extensively, the meeting will flow more smoothly.
 - Team members are able to focus on an observable, measurable problem and develop interventions accordingly.
 - Defining the problem and analyzing the problem should not be the focus of the meeting.

Generate Intervention (HOW)

- Brainstorm research-based strategies and interventions (4 rules)
 - Quantity is quality
 - Freewheeling (thinking outside the box)
 - Do not critique
 - Combine items on the list

5 minute - ACTIVITY: Brainstorming
“What to do when a child talks out
during whole group instruction”

Generate Intervention (HOW)

- Evaluate and choose among alternatives (WHICH)
- Specify consultee and consultant responsibilities (WHO)
- Implement the chosen strategy (DO)

Generate Intervention

- Utilizing accurate baseline data – generate instructional options that match student needs
- Instructional Plan should include:
 - Goal directed and focused on measurable objectives
 - Based on analysis of problem
 - Who will do what, when and how
 - Specific methodologies for monitoring effectiveness of intervention
 - Resources, values, and skills of school staff

Implementing Interventions

- Tier 1
 - Changes are made to the content and structure of instruction for all students
- Tier 2
 - Supplemental instruction is created and implemented tailored to individual needs
- Tier 3
 - Individualized interventions are designed after collecting progress monitoring data and diagnostic information

Supplementing vs. Supplanting

- Weighing the benefits and consequences
- Protection of credits
- What are the considerations in remedial classes
- Connecting skill needs to content needs

Curriculum: Guiding Questions (District or School)

- *Is curriculum evidenced-based and sufficient?*
- *How to document evidence and what constitutes evidence (both quantitative and qualitative)?*
- *Is the curriculum aligned to the standards?*
- *How will the Core curriculum identify needs and how will needs be addressed?*
- *How will the effectiveness of the Core curriculum be monitored and adapted over time?*
- *For which children/students is the Core curriculum sufficient and not sufficient, and why?*
- *What specific supplemental and intensive curricula are needed (does the Core curriculum need to be changed)?*

Instruction Across the Tiers

Universal

- Instructional strategies that are proven effective by research
- Instruction that is systematic and explicit
- Differentiated instruction

Targeted

- Explicit and systematic instruction targeting specific skill/content
- Research-based instruction to such student factors as age, giftedness, cultural environment, level of English language acquisition, mobility, etc.
- Continued use of strategies (including cross content)

Intensive

- Explicit, intense instruction designed to unique learner needs
- Delivered to individuals or very small groups
- Narrowed instructional focus and increased time

Standard Protocol vs. Individual Problem-Solving

- Build capacity
- Focus on strategies and skills
- Program-based vs. Standards-based
 - Don't get stuck with a program only model for interventions
- Schedule concerns
 - Standard protocols are much easier to put in place prior to school starting.
 - Individual problem-solving requires more flexibility in a system