



Response to Intervention:
Follow up Consultation & Meeting

When do the Problem-Solving Steps Take Place?

- **Evaluating the Plan**

- This step should be done after the initial meeting.
- The individual assigned to monitor progress should utilize progress monitoring tools appropriate for Tiers II & III (CBM & behavior report cards)
- The information gained with the progress monitoring tools should be shared with relevant staff (i.e., classroom teacher, consultant, RtI coordinator) to inform instruction and interventions.

Evaluating the Plan

- Did the intervention work?
 - Collect student data weekly
 - Measures must be sensitive to growth (i.e., CBM)
 - Data helps teams evaluate response to intervention (i.e., six- to eight- week intervals)
 - Data-based decision making is key
 - Progress is monitored frequently and repeatedly
 - Trends in performance are used to gauge effectiveness
 - Ineffective intervention plans are changed in a timely manner
 - Intervention plans are modified to address emerging needs

Problem-Solving Process Scenarios

- Where would you go back in the process for each example?

(Initial Consultation, Initial Problem-Solving Meeting, Intervention Implementation, Progress Monitoring, Follow up Consultation or Follow up Problem-Solving Meeting)

1. The teacher couldn't find time to make a self-monitoring chart.
2. The teacher says she thought the problem behavior happened all week, but it seems to be worse on Mondays.

Problem-Solving Process Scenarios

3. After implementing a plan for staying in seat, the teacher reports being frustrated that the child is still only finishing about $\frac{1}{2}$ of the seatwork.
4. The teacher says she can't even stand to look at this kid, much less praise him for raising his hand.
5. The teacher can't understand why his ignoring is not working. He explains that he gives the child the sternest look he can, while not speaking to him, but the problem continues.

Helpful Websites

- Intervention Central: progress monitoring, intervention ideas, behavior resources
www.interventioncentral.org
- Aimsweb: progress monitoring resources
www.aimsweb.com
- What Works Clearinghouse: Strategies and programs that are researched based
www.w-w-c.org
- Doing What Works: U.S. Department of Education resources on interventions that are research based www.dww.ed.gov
- Discipline Help: You Can Handle Them All
www.disciplinelep.com

Helpful Websites

- Florida Center for Reading Research: reading research based information

www.fcrr.org

- Pikes Peak Literacy Strategies Project:
Strategies for the 5 components of reading
(phonemic awareness, phonics, fluency,
comprehension and vocabulary)

www.pplsp.org

- National Progress Monitoring Organization:
progress monitoring tools

www.studentprogress.org

- Positive Behavior Interventions & Supports

www.pbis.org

We must reject the ideology of the "Achievement Gap" that absolves adults of their responsibility and implies student culpability in continued under-performance. The student achievement gap is merely the effect of a much larger and more debilitating chasm: the "Educator Achievement Gap." We must erase the distance between the type of educators we are, and the type of educators they need us to be.

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