

# Moving towards a Problem-Solving Approach that uses Response to Intervention Data Self-Assessment and Planning Tool

## Problem-solving process

### Self-Assessment Rating Scale

Level 1: Awareness  
What? We don't do that (but maybe we should)

Level 2: Planning  
We know it's important and have started the planning process.

Level 3: Initial Implementation  
We've started to build our system, but we're not there yet.

Level 4: Advanced Implementation  
We've doing it and have evidence that it is effective.

| Elements   | Self-Assessment Rating | Comments and Next Steps |
|--|------------------------|-------------------------|
| A problem solving process - a systematic cycle of problem analysis, assessment, planning, intervention implementation and evaluation - is routinely used at individual, classroom, school and district levels. | 1 2 3 4                |                         |
| Problem is defined in operational terms and identified with data.  | 1 2 3 4                |                         |
| Problem analysis addresses the curriculum, the instruction, the environment and then the learner.  | 1 2 3 4                |                         |
| Looking at the data and student progress based on a variety of measures is a component of every decision in the overall process.   | 1 2 3 4                |                         |
| The problem-solving discussion focuses on effective instruction and early and continuing intervention rather than eligibility.   | 1 2 3 4                |                         |
| Plan targets a prioritized need and what strategy will be used.  | 1 2 3 4                |                         |
| Instruction and intervention are data-driven.  | 1 2 3 4                |                         |
| A process is in place to ensure intervention plans are implemented with fidelity.  | 1 2 3 4                |                         |
| A pre-determined criteria is used for monitoring and evaluating the success of an intervention.  | 1 2 3 4                |                         |
| Parent involvement is on-going and documented.   | 1 2 3 4                |                         |

# Moving towards a Problem-Solving Approach that uses Response to Intervention Data Self-Assessment and Planning Tool Teams and Professionals' Roles

## Self-Assessment Rating Scale

**Level 1: Awareness**  
What? We don't do that (but maybe we should)

**Level 2: Planning**  
We know it's important and have started the planning process.

**Level 3: Initial Implementation**  
We've started to build our system, but we're not there yet.

**Level 4: Advanced Implementation**  
We've doing it and have evidence that it is effective.

| Elements  | Self-Assessment Rating | Comments and Next Steps |
|---|------------------------|-------------------------|
| The team that is involved in problem-solving is seen as both a general education and special education process.   | 1 2 3 4                |                         |
| Participation on teams is fluid and includes individuals based on the problem that is being addressed.  | 1 2 3 4                |                         |
| Individuals collaborate regularly to share knowledge, expertise and instruction to support learning.  | 1 2 3 4                |                         |
| Meetings occur regularly where problem-solving decision making procedures are followed.   | 1 2 3 4                |                         |
| Building administrator is involved in the problem-solving team.   | 1 2 3 4                |                         |
| Progress monitoring, problem-solving and interventions has district support and involvement from both special education direction and curriculum and instructor administrator.                                | 1 2 3 4                |                         |
| Classroom teachers as well as all other supporting professionals collaborate to ensure students' progress is monitored in a timely fashion.   | 1 2 3 4                |                         |
| The role of special educators and other specialists includes provision of consultation to classroom teachers on instruction and intervention for any individual student.                                      | 1 2 3 4                |                         |
| Special educators and support specialists are enabled to work on a short-term basis with students with individualized intervention plans for the purpose of investigating effective instructional strategies. | 1 2 3 4                |                         |
| Flexible scheduling allows for team participation and provision of interventions by needed educators and administrators.  | 1 2 3 4                |                         |
| Team discussions are driven by data.  | 1 2 3 4                |                         |
| On-going professional development of team members is based on the team's reflection of it's effectiveness and fidelity of implementation.   | 1 2 3 4                |                         |

Hauerwas & Woolman, 2005

Modified from Hock's Self Assessment Rubric & Action Planning Tool and LD Roundtable, 2005.

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## Instruction and Interventions

### Self-Assessment Rating Scale

**Level 1: Awareness**  
What? We don't do that (but maybe we should)

**Level 2: Planning**  
We know it's important and have started the planning process.

**Level 3: Initial Implementation**  
We've started to build our system, but we're not there yet.

**Level 4: Advanced Implementation**  
We've doing it and have evidence that it is effective.

| Elements   | Self-Assessment Rating | Comments |
|--|------------------------|----------|
| Comprehensive curriculum and standards-based instruction which addresses GLEs and GSEs meets the needs of eighty percent of students as demonstrated by benchmark assessments and NECAP.                       | 1 2 3 4                |          |
| High quality instructional and behavioral supports are in place in general education.  | 1 2 3 4                |          |
| Student's specific needs are identified through on-going classroom assessment and benchmark/screening assessments.   | 1 2 3 4                |          |
| Targeted goals are identified and short term intervention plans are designed to supplement classroom instruction   | 1 2 3 4                |          |
| Interventions address the individual student's difficulties at the needed level of intensity and with the support of needed resources and personnel.   | 1 2 3 4                |          |
| Research-based interventions are implemented in literacy, mathematics and social-emotional/behavioral areas.   | 1 2 3 4                |          |
| Interventions are progress monitored frequently (weekly/biweekly) and the progress monitoring data is used to evaluate instructional effectiveness and modified as necessary.                                  | 1 2 3 4                |          |
| Scientific, research-based intervention is delivered by qualified personnel with expertise in the intervention used and in the areas of student difficulty. Professional development is provided as necessary. | 1 2 3 4                |          |
| Systematic documentation verifies that interventions are implemented with fidelity, integrity and the intended intensity.  | 1 2 3 4                |          |

## Moving towards a Problem-Solving Approach that uses Response to Intervention Data Self-Assessment and Planning Tool

### Assessment

#### Self-Awareness Rating Scale

Level 1: Awareness  
Data? What Data?

Level 2: Planning  
We know it's important and have  
started the planning process.

Level 3: Initial Implementation  
We've started to build our system,  
but we're not there yet.

Level 4: Advanced Implementation  
Data drives our instruction.

| Elements   | Self-Awareness<br>Rating | Comments |
|--|--------------------------|----------|
| Assessments are used as formative tools; they are analyzed and used to inform instructional decisions.   | 1 2 3 4                  |          |
| District/school has identified consistent assessment tools for screening/benchmarking and monitor all students three times a year with these tools.                          | 1 2 3 4                  |          |
| Reliable and valid assessments are used to determine students' progress toward grade-level/span expectations or long-term goals.   | 1 2 3 4                  |          |
| Data from students' performance is graphed and includes level of performance as well as rate of progress.  | 1 2 3 4                  |          |
| Frequent (weekly/biweekly) curriculum-based assessments are used to determine if students who are performing below grade-level are making progress toward targeted skill(s). | 1 2 3 4                  |          |
| Assessments used are reliable, valid, simple, research-based, time-efficient, and objective for the situation used.  | 1 2 3 4                  |          |
| Data-based documentation is maintained on each student.  | 1 2 3 4                  |          |
| School administrator uses assessment data to help teachers meet the needs of students (e.g., staff development, change in curriculum).                                       | 1 2 3 4                  |          |
| School staff has received professional development in the administration and interpretation of progress monitoring measures.   | 1 2 3 4                  |          |

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## Referral to Special Education

### Self-Awareness Rating Scale

|  |   |   |  |
|--|---|---|--|
| Level 1: Awareness                           | Level 2: Planning   | Level 3: Initial Implementation                             | Level 4: Advanced Implementation                                 |
| What? We don't do that (but maybe we should) | We know it's important and have started the planning process. | We've started to build our system, but we're not there yet. | Response to Instruction is a Determining Factor in our decisions |

| Elements  | Self-Awareness Rating | Comments |
|---|-----------------------|----------|
| A standard procedure for teachers to access the problem-solving process is available to all teachers in a timely manner.  | 1 2 3 4               |          |
| Referral to special education is based on student's response to successive, research-based interventions that are aligned with GLEs/GSEs.   | 1 2 3 4               |          |
| Referral to special education documentation includes information on the progression, intensity and fidelity of interventions implemented.   | 1 2 3 4               |          |
| Data about student's rate of learning, gaps in learning and intensity of instruction needed are considered for a referral to special education, a decision to further evaluate, and a decision on disability. | 1 2 3 4               |          |
| Decisions on evaluation and disability are made by a collaborative team of school staff and parents/guardians who review response data and other information required to ensure a comprehensive evaluation.   | 1 2 3 4               |          |
| A written document describing the specific components and structure of the process to be used is available to parents and professionals.  | 1 2 3 4               |          |
| Forms are used at all meetings to lead the team through the Problem-Solving process and to document decisions regarding referral to special education and special education eligibility.                      | 1 2 3 4               |          |