

Problem-Solving/Rtl Worksheet
(For Individual Student Concerns)

Date: _____

School: _____

Student: _____

Grade: _____

Teacher: _____

General description of concern:

STEP I – Problem Identification: What is the problem?

1. What is the benchmark/expected level of performance? _____

2. What is the student's current level of performance? (Be sure to include data that directly assesses the target skill you want the student to perform). _____

3. What is the peer level of performance? _____

4. What percentage of students in the classroom demonstrate this discrepancy?

5. Gap Analysis
 Benchmark & Student _____
 Benchmark & Peer _____
 Peer & Student _____

6. What is the replacement behavior or target skill? (measurable, observable, reportable)

7. At what tier will this problem be addressed (circle one)? Tier I, Tier II, Tier III

8. Do we have enough information to complete Problem Identification? _____
 If yes, go to Problem Analysis
 If no, what information is still needed? _____

When will we meet again? _____

STEP II: Problem Analysis: Why is it occurring?

Replacement behavior or target skill (from #6, Section 1: Problem Identification)

Based on available data (gathered through review, interview, observation, testing), why do you think the replacement behavior is not occurring and what is the predicted result of actions you might take?

Below, record each hypothesis for why the replacement behavior is not occurring along with its matched prediction statement. Provide any data used to validate or refute each hypothesis and circle Yes or No to indicate whether the data supported the hypothesis, or not.

Hypothesis

(What are the most likely reasons this problem is occurring? – address potential domains of instruction, curriculum, environment, learner)

Prediction Statement

(Based upon what we've learned, what could be changed about the instruction, curriculum, and/or environment in order to enable the student to learn?)

"The problem is occurring because _____." "If _____ would occur, then the problem would be reduced."

Hypothesis 1: _____

Prediction Statement 1: _____

Relevant Data _____ Validated Yes/No

Hypothesis 2: _____

Prediction Statement 2: _____

Relevant Data _____ Validated Yes/No

Hypothesis 3: _____

Prediction Statement 3: _____

Relevant Data _____ Validated Yes/No

Hypothesis 4: _____

Prediction Statement 4: _____

Relevant Data _____ Validated Yes/No

Do we have enough information to complete Problem Analysis? _____

If yes, go to Intervention Implementation

If no, what information is still needed? _____

When will we meet again? _____

**Step III: Intervention Implementation: What are we going to do about it?
Comprehensive Intervention Plan Worksheet**

Who is the intervention plan being developed for?: _____

What is the replacement behavior/target skill?: _____

What is the expected level of performance?: _____

What is the current level of performance?: _____

Verified Hypotheses	Intervention Plan	Support Plan	Monitoring Fidelity	Monitoring Plan for Determining Student Progress
	<u>Who</u> is responsible? <u>What</u> will be done? <u>When</u> will it occur? <u>Where</u> will it occur?	<u>Who</u> is responsible? <u>What</u> will be done? <u>When</u> will it occur? <u>Where</u> will it occur?	<u>Who</u> is responsible? <u>What</u> will be done? <u>When</u> will it occur? <u>How</u> will data be shared?	<u>Who</u> is responsible? <u>What</u> data will be collected and <u>how</u> often? <u>How</u> will we decide if the plan is effective?

Example

Comprehensive Intervention Plan Worksheet

Who is the intervention plan being developed for?: __Randy__

What is the replacement behavior/target skill?: __Reading Accuracy__

What is the expected level of performance?: __95% Accuracy on grade level material__

What is the current level of performance?: __76% Accuracy on grade level material__

Verified Hypotheses	Intervention Plan	Support Plan	Monitoring Fidelity	Monitoring Plan for Determining Student Progress
Randy does not self-monitor while reading connected text.	<p><u>Who</u> is responsible? Suzanne – reading interventionist</p> <p><u>What</u> will be done? 30 min lessons: 5 min-warm up (phonics) 20 min-(fluency & self monitoring-tapping at word, sentence, then paragraph level) 5 min-comprehension</p> <p><u>When</u> will it occur? Mon, Wed, Fri 9:20 to 9:50</p> <p><u>Where</u> will it occur? Third grade intervention room</p>	<p><u>Who</u> is responsible? Mark – classroom teacher</p> <p><u>What</u> will be done? First 2 weeks – meet with Suzanne 3 times/week(MWF) Second 2 weeks – meet with Suzanne 2 times/week (MW) Following weeks – meet with Suzanne once per week(M)</p> <p><u>When</u> will it occur? 10:00 am during 3rd grade planning time</p> <p><u>Where</u> will it occur? Suzanne’s intervention room</p>	<p><u>Who</u> is responsible? Suzanne – reading interventionist</p> <p><u>What</u> will be done? The Intervention Doc. Worksheet (IDW) will be used to record intervention sessions</p> <p><u>When</u> will it occur? Directly after every scheduled intervention session</p> <p><u>How</u> will data be shared? The IDW will be shared at the student data review meetings described in Monitoring Plan column of this worksheet.</p>	<p><u>Who</u> is responsible? Suzanne – reading interventionist</p> <p><u>What</u> data will be collected and <u>how</u> often? Oral reading fluency and accuracy will be collected on Friday of each week using grade level CBM probes.</p> <p><u>How</u> will we decide if the plan is effective? Graphed data will be reviewed at regularly scheduled individual student data review meetings on 12/11/09 and 1/8/10 and response will be evaluated as Positive, Questionable, or Poor.</p>

Step IV – Response to Instruction/Intervention: Is the plan working?

Attach graphed data for each review date:

Review Date:

Is the response to instruction/intervention Positive ____, Questionable ____, or Poor ____?

1. If Positive:

Continue current instructional supports

Adjust goal upward

Fade supports

Comments/Actions: _____

2. If Questionable:

Was intervention/instruction implemented as planned? Yes__ No__

If no, what strategies will be utilized to increase implementation?

If yes, increase intervention intensity? Yes ____ No____

Comments/Actions: _____

3. If Poor:

Was intervention/instruction implemented as planned? Yes__ No____

If no, what strategies will be utilized to increase implementation?

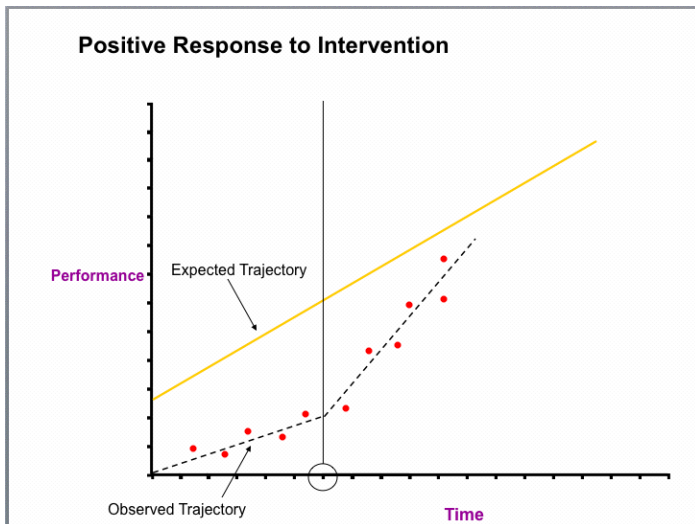
If yes, was instruction/intervention aligned with the verified hypothesis or is there other aligned instruction/intervention to consider?

Are there other hypotheses to consider?

Was the problem identified correctly?

Comments/Actions: _____

Decision Rules within Response to Instruction/Intervention – Individual Student

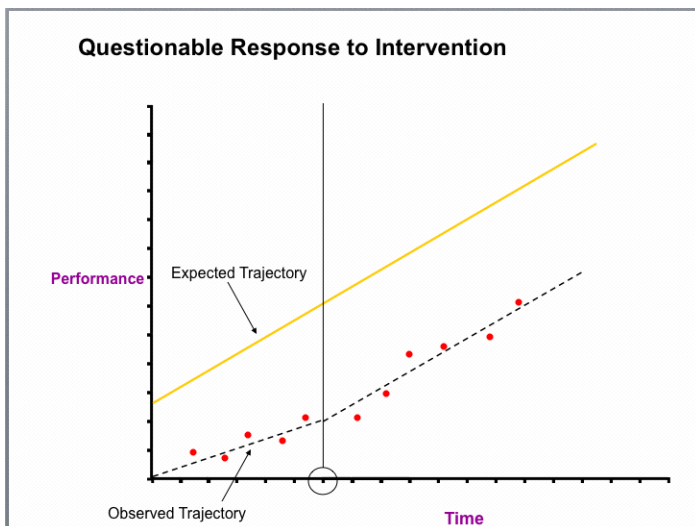


•Positive Response

- Gap is closing
- Can extrapolate point at which target student(s) will “come in range” of target--even if this is long range

•Actions

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

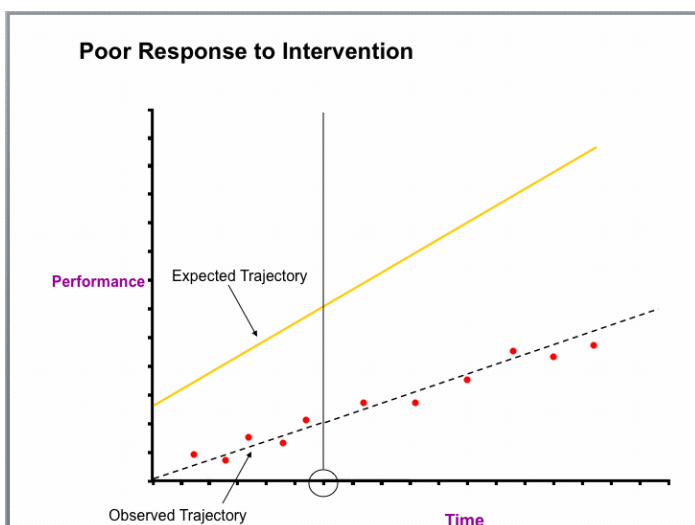


•Questionable Response

- Rate at which gap is widening slows considerably, but gap is still widening
- Gap stops widening but closure does not occur

•Actions

- Was intervention implemented as intended?
 - If no - employ strategies to increase implementation integrity
 - If yes -
 - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.



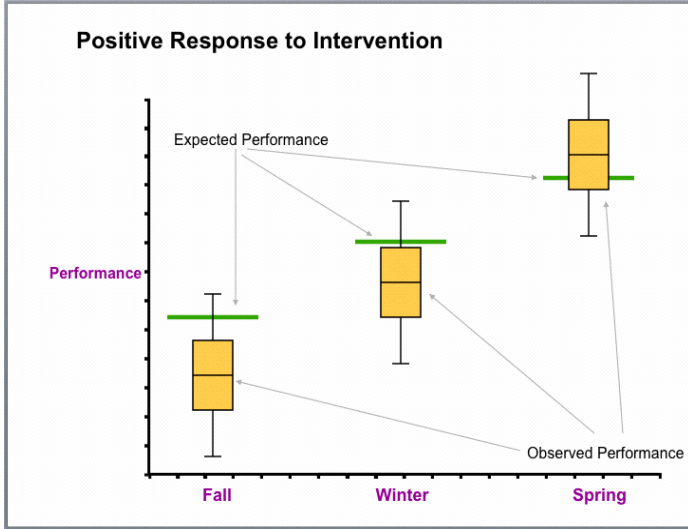
•Poor Response

- Gap continues to widen with no change in rate

•Actions

- Was intervention implemented as intended?
 - If no - employ strategies to increase implementation integrity
 - If yes -
 - Is intervention aligned with the verified hypothesis? (Intervention Design)
 - Are there other hypotheses to consider? (Problem Analysis)
 - Was the problem identified correctly? (Problem Identification)

Decision Rules within Response to Instruction/Intervention – Group of Students

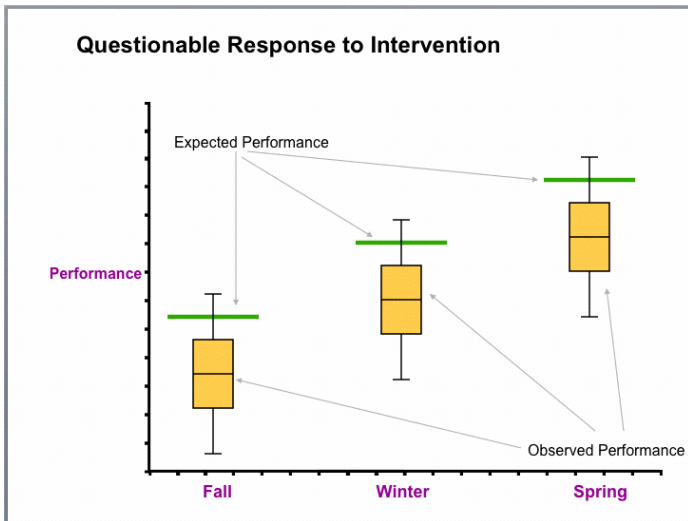


• **Positive Response**

- Gap is closing
- Can extrapolate point at which target student(s) will “come in range” of target--even if this is long range

• **Actions**

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

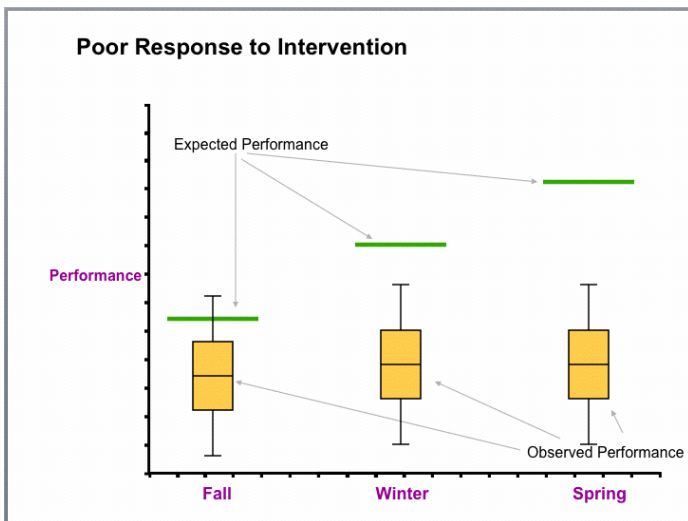


• **Questionable Response**

- Rate at which gap is widening slows considerably, but gap is still widening
- Gap stops widening but closure does not occur

• **Actions**

- Was intervention implemented as intended?
 - If no - employ strategies to increase implementation integrity
 - If yes -
 - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.



• **Poor Response**

- Gap continues to widen with no change in rate

• **Actions**

- Was intervention implemented as intended?
 - If no - employ strategies to increase implementation integrity
 - If yes -
 - Is intervention aligned with the verified hypothesis? (Intervention Design)
 - Are there other hypotheses to consider? (Problem Analysis)
 - Was the problem identified correctly? (Problem Identification)

Intervention Documentation Worksheets

Intervention documentation worksheets were developed as an efficient means of collecting information regarding the actual minutes of supplemental or intensive instruction/intervention delivered in a self-report format. Each day of the week has a column to designate the Time, Focus, and Program for the intervention session that day.

- Time (T) is entered as the length of time the intervention was actually delivered, measured in minutes.
- The Program (P) column is used to indicate the particular program or materials utilized for the intervention. The legend at the bottom of the page gives the user the opportunity to create a key for the specific program or materials used.
- The Focus (F) of the intervention is entered using the legend at the bottom of the page or a key developed by the user. For the purposes of this worksheet, the Focus is defined as the particular skill targeted by the instruction/intervention.
- The Total Number of Minutes is summed for the individual weeks, then those totals are summed and compared to the number of minutes originally prescribed in the intervention plan. This allows the important assessment of fidelity of the amount of planned instructional/intervention support.

For example, if the intervention is planned to occur on Monday, Wednesday, and Friday of each week for 20 minutes each day for four weeks, that would be a planned total of 240 extra minutes of instruction. If, after examining the Intervention Documentation Worksheet, it is evident that as a result of absences, field trips, and assemblies, only an average of 30 minutes of intervention per week was provided over the four weeks, then a total of 120 minutes of extra support would have actually been provided. When evaluating the student's response to instruction/intervention, it is essential to understand the actual amount of support received by the student(s). Accurate data are necessary before accurate instructional decisions can be made. In the scenario above, without documentation of implementation fidelity, we may think that we are evaluating the effects of 240 minutes of additional support when, in fact, only 120 minutes of additional support had been provided. Supports to improve implementation fidelity are put in place when the actual amount of instruction is less than the planned amount of instruction. As well, continued focus on the identified instructional target (F) and utilization of identified materials (P) is documented to assure consistency throughout the intervention.

Worksheet A is formatted for recording individual student interventions. Worksheet B has been modified to record groups of students (as when providing small group supports) by replacing the row headers of Week 1, Week 2, etc. with the names of the students in the intervention group. A worksheet records one week of data in this case, thus a new sheet is created each week.



Intervention Documentation Worksheet for Individual Students

Intervention Goal: _____ Teacher: _____

Student Name:	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	
Week 1																
Week 2																
Week 3																
Week 4																
Week 5																
Week 6																
Week 7																
Week 8																
Week 9																
Week 10																

Legend

<p>T = Time (# of minutes)</p> <p>P = Program/Strategy</p> <p>F = Focus</p>	<p>Focus</p> <p>L = Language</p> <p>PA = Phonemic Awareness</p> <p>P = Phonics</p> <p>F = Fluency</p> <p>V = Vocabulary</p> <p>C = Comprehension</p>	<p>Program</p> <p><i>(Create your own key. For example. W = Wilson Foundations)</i></p> <p>____ = _____</p> <p>____ = _____</p> <p>____ = _____</p>
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Intervention Documentation Worksheet for a Group of Students

Intervention Goal: _____ Teacher: _____

Student Name:	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	
Student 1:																
Student 2:																
Student 3:																
Student 4:																
Student 5:																
Student 6:																
Student 7:																
Student 8:																
Student 9:																
Student 10:																

Legend

T = Time (# of minutes)	Focus L = Language PA = Phonemic Awareness P = Phonics F = Fluency V = Vocabulary C = Comprehension	Program (Create your own key. For example. W = Wilson Foundations) ____ = _____ ____ = _____ ____ = _____
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Resources

Florida's Problem-solving and Response to Instruction/Intervention Resources

State website for RtI <http://www.florida-rti.org/index.htm>

iTunes U Resources (RtI Intro Series) <http://floridaitunesu.org/>.

Florida's RtI State Implementation Plan <http://www.florida-rti.org/RtI.pdf>

Florida's Introductory RtI On-line Course <http://www.florida-rti.org/introCourse/>

Florida's Parent Information Brochure on RtI <http://www.florida-rti.org/RtI-Parent-Brochure.pdf>

PS/RtI Pilot and Statewide Training Site <http://floridarti.usf.edu/index.html>

Sample FL District Implementation Plans
<http://floridarti.usf.edu/resources/tools/implementationplans/index.html>

PS/RtI Newsletters Highlighting Lessons Learned in FL Districts:
<http://floridarti.usf.edu/resources/newsletters/index.html>

Assessments, Checklists, and Forms used by FL Pilots
<http://floridarti.usf.edu/resources/tools/assessments/index.html>

Positive Behavior Support Site <http://flpbs.fmhi.usf.edu/index.asp>

RtI-Teaching Learning Connections Site <http://rtitlc.ucf.edu/>

Resource and Training Webinars from The National Center on Response to Intervention
www.rti4success.org

RtI Implementation and Strategies

Intervention Central
<http://www.interventioncentral.org>

What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc>

National Center on Student Progress Monitoring
<http://www.studentprogress.org>

RtI Action Network
<http://rtinetwork.org>

IDEA Partnership
<http://ideapartnership.org>

Resources for Effective Teaming

Florida Positive Behavioral Support Effective Coaching
<http://flpbs.fmhi.usf.edu/Effective%20Coaching/1.%20Effective%20Coaching.pdf>

The Colorado Department of Education Response to Intervention (RtI) Problem-solving consultation process

http://www.cde.state.co.us/RtI/downloads/PDF/RtI_VideoGuide.pdf

RtI Action Network: The RtI Data Analysis Teaming Process

<http://www.rtinetwork.org/Essential/Assessment/Data-Based/ar/TeamProcess>

Intervention Central: School Based Intervention Team Resources

<http://www.lefthandlogic.com/htmldocs/interventions/sbit.php>

Resources for Parent Brochures and Handouts

National Research Center on Learning Disabilities (NRCLD)

http://www.nrclld.org/rti_practices/parent.html

RtI Action Network

<http://www.rtinetwork.org/Essential/Family/Schools-Families-and-Response-to-Intervention>

Florida Response to Intervention

<http://www.florida-rti.org/Partnership/involvement.htm>

National Center on Response to Intervention (RtI) – RtI Stakeholders: families

http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=12&Itemid=65

Resources for Specific Learning Disabilities

State Website for SLD Resources (Rules, Guidance Documents, Links)

<http://www.fldoe.org/ese/sldr.asp>

SLD Rule <https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.03018>

SLD Stakeholder Compilation of Input and Responses

<http://info.fldoe.org/docushare/dsweb/Get/Document-5372/dps-2009-057.pdf>

SLD Technical Assistance Paper <http://info.fldoe.org/docushare/dsweb/Get/Document-5586/dps-2009-177.pdf>

[Example Coversheet for the Written Summary of the Group's Analysis of Data for SLD Eligibility Decisions](#)

SLD Rule Implementation Workshop PPT

http://sss.usf.edu/resources/format/presentations/2009/SLD_Rule/SLD%20Rule%20Workshop%20Presentation_Posting.pdf

References

<http://www2.ed.gov/policy/speced/guid/idea/letters/2007-4/index.html>