Building-wide Problem Solving Process
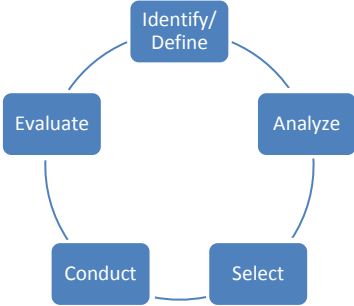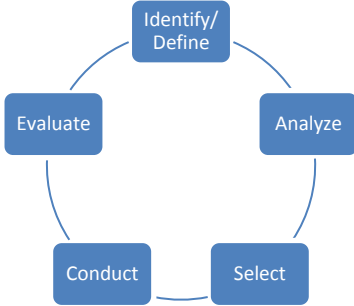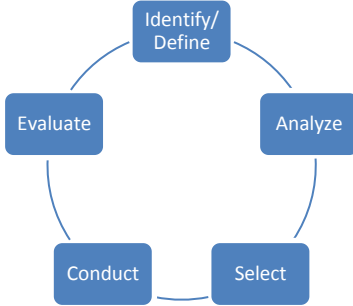
Tier 1 - General Education	Tier 2(3) - Collaborative Team	Tier – 3 Special Education
Goal= 80% of students successful in the curriculum	Goal=Target robust interventions for specific skills	Goal= Specialized instruction to address disabilities

Tier 1 - General Education

Led By – Principal; Data Coach

Identify through
 Review of records
 Parent **I**nformation
 Classroom Teacher **O**bservations
 Test results from Universal Screening/benchmarks

Analyze through discussion at Grade-level meetings

Select interventions/differentiation based on Quality Practices and by teacher/parent/principal consensus

Conduct
 Within the classroom
 Utilizing flexible small groups, volunteers, guided reading/math

Evaluate
 Within classroom using benchmarks/work samples
 Determine if student needs referral to Collaborative Team
 Classroom and building data to determine effectiveness of instruction/curriculum

Tier 2(3) - Collaborative Team

Led by – Principal; Data Coach; School Psychologist

Identify through parent/teacher referral

Analyze through
 Review of records/previous plan
 Interview parent/teacher/student
 - Information Processing
 -Motivation/other factors
 Observation of student in classroom
 Test results of informal testing of specific
 Academic skills or Behavior charts

Select interventions(SRBI) by matching analysis of student needs with a standard protocol.

Conduct
 By a teacher (Title I/gened/sped/other/ADSIS?)
 During a common grade-level time for interventions

Evaluate
 Using weekly or bi-weekly progress monitoring
 Determine if student needs Comprehensive Eval
 Effectiveness of selected interventions

Tier – 3 Special Education

Led by Principal; Case Manager

Identify through parent/CT referral

Analyze through Comprehensive Evaluation
 Review information gathered by Collaborative Team process
 Interview parent/teachers/student - Follow-up regarding specific concerns not identified earlier.
 Observe systematically in multiple environments
 Test specific areas of concern using standardized measures

Select based on eligibility and identified needs

Conduct SPED services/IEP or refine interventions to be conducted by collaborative team

Evaluate
 Individual Progress Reports and continuous progress monitoring
 Data of referrals vs. qualifiers
 Rates of growth from sped services vs. collaborative SRBI's
#of students not Qing, but needing intensive service

Building-wide Problem Solving Process – Goal: Match instruction/efforts to efficiently and effectively meet student needs		
Tier 1 – Grade Level Problem Solving Team	Tier 2(3) - Collaborative Problem Solving Team	Tier – 3 Special Education PST
What's needed: Systematic approach to documenting results of universal screening and pairing that with a defined instructional strategy or resource. Focus interventions on Instruction, Curriculum, and their Effectiveness, not just the Learner. Define district recommended strategies and resources and what student weaknesses they are intended to address. Simple form for documenting this process for each student (Do all students need an ILP, or should focus only be on those not meeting standards?) Simple/automatic progress monitoring so team can make informed decisions about next steps – continue, modify or refer to next level of PST. Training of teachers of purpose, process, and cultural implications to get understanding and buy-in. **Questions:** Are the current benchmarks the most efficient and effective? Is there another level of diagnostics needed at this level? Should this process be embedded / support teacher evaluations? Should monitoring and implementing it be part of principal evaluations?	**What's needed:** Referral form that indicates strengths/weaknesses, hypothesis of problem, and baseline data. Process for further refining the definition of the problem and needed next steps Standard intervention protocols matched to specific needs that include progress monitoring and integrity checks. Simple form for documenting integrity and effectiveness of intervention. Process and guidelines for analyzing data to determine next steps - continue, modify or refer to next level of PST. Training of teachers of purpose, process, and cultural implications to get understanding and buy-in. **Questions:** How do we get time and resources to do this? How do we modify process in the interim? How do we raise demands on teachers without giving time, resources, or a workable alternative? How do we monitor effectiveness of interventions and the process /ensure interventions are effective for most students?	**What's needed:** Referral form that clearly states the problem behavior/ academic weaknesses so the evaluation procedures can focus on further refining the problem-statement and generate better recommendations/hypothesis of what will work. Strong leadership and guidelines to ensure previous process was followed adequately. Evaluation form template to ensure consistent documentation and analysis of results is focused on eligibility AND instructional recommendations. Culturally competent evaluators and appropriate evaluation tools. Training of teachers of purpose, process, and cultural implications to get understanding and buy-in. **Questions:** How is SPED going to deliver services that are more robust/effective than the SRBI's delivered at Tier 2? How will SPED interventions be monitored and assessed for effectiveness? What will we do with students that will have a well defined statement of need, but don't qualify?