

*PROBLEM-SOLVING  
MODEL/RESPONSE TO  
INTERVENTION*

New Hanover County Schools  
2007-08

Nancy Kreykenbohm:  
[nkreyken@nhcs.k12.nc.us](mailto:nkreyken@nhcs.k12.nc.us)

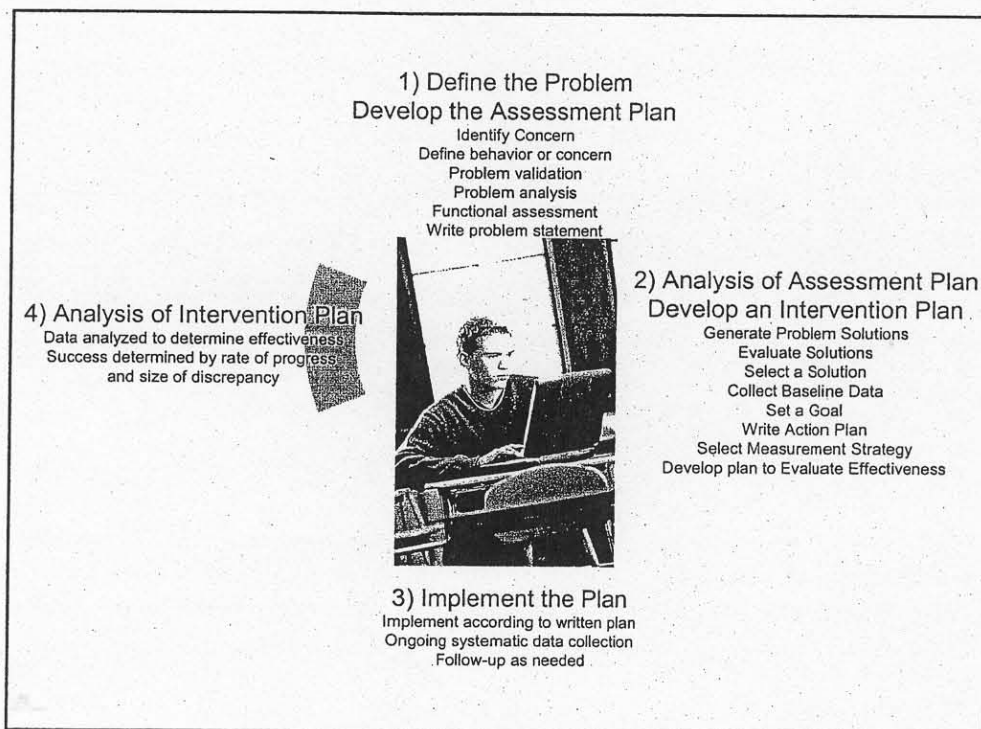
*WHAT ARE THE  
PRINCIPAL  
FEATURES?*

Problem Solving Process  
Assessments—ICEL and RIOT  
Levels/Tiers

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# WHAT IS THE PROBLEM SOLVING MODEL?

- ✘ Uses the problem solving process to define the problem and develop, implement, and evaluate interventions.
- ✘ Uses authentic assessment measures that closely align with skills required to be successful in school; e.g., curriculum based measurement (CBM)
- ✘ Uses Response to Intervention as the basis for decision making.
- ✘ Uses local and state norms to set goals and make decisions about entitlement.



## *Areas of assessment ICEL (and Examples)*

### ✧ INSTRUCTION (Delivery)

- Appropriateness of reading and math instruction
- Level/Rate of Instruction
- Presentation of Instruction
- Teacher/Student Ratio
- Instructional Transitions
- Second Language acquisition
- Number of opportunities to respond
- Sequencing of examples and non-examples of skills
- Time allocated for instruction
- Academic learning time

## *Areas of Assessment ICEL*

### ✧ CURRICULUM

- Curriculum Content
- Instructional Materials Used
- Progress Monitoring/Assessment

### ✧ ENVIRONMENT

- *Home/Community*
- Medical Factors
- Counseling
- Transience
- Attendance/Tardiness
  
- *School*
- Physical layout of classroom
- Class size

## *Consider ICE, Then L*

Focusing only on the child, as in the traditional methods, leads to missing extremely important factors

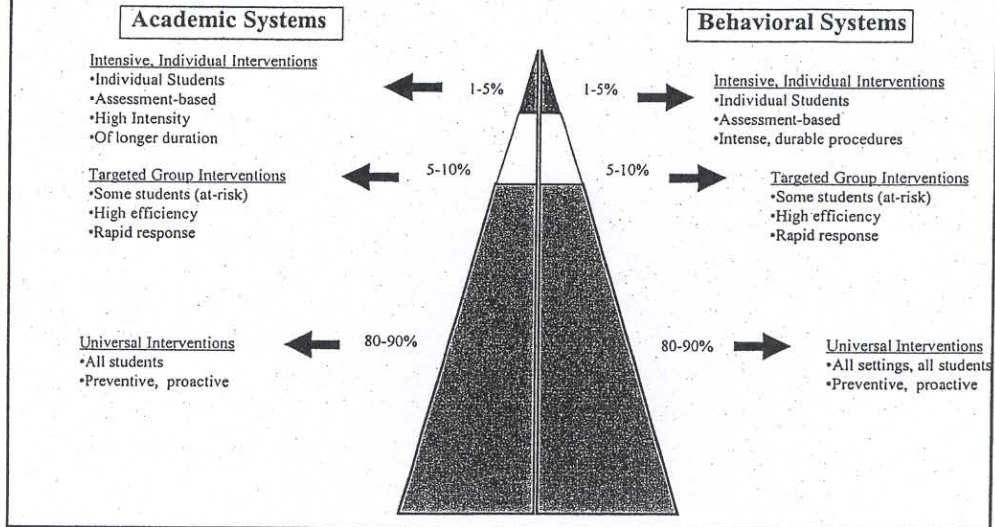
### ✧ LEARNER

- Hearing and Vision
- Social/Behavioral Skills
- Understanding of Instruction
- Internally/Externally Motivated
- Ability to engage in and remain on task
- Organizational Skills

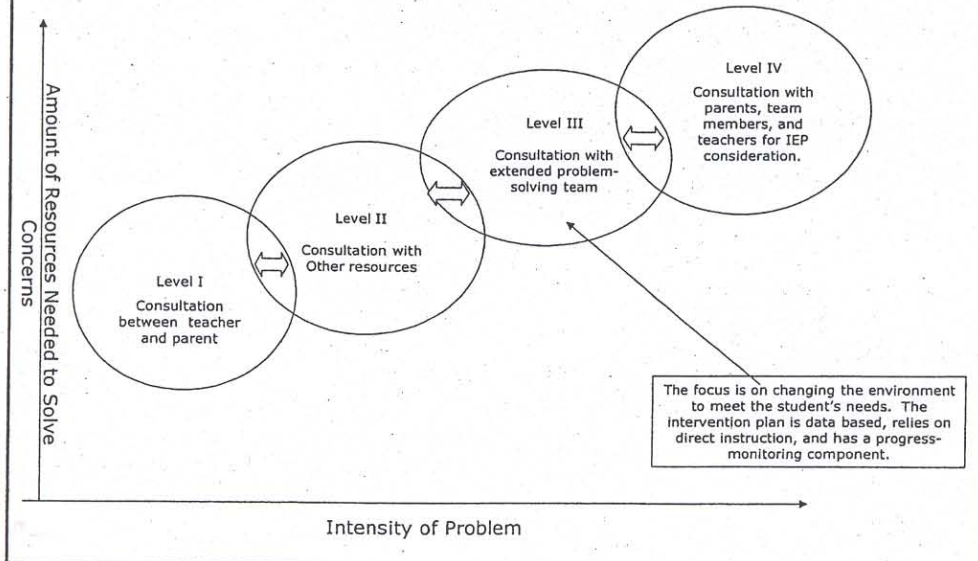
## *TYPES OF ASSESSMENTS RIOT*

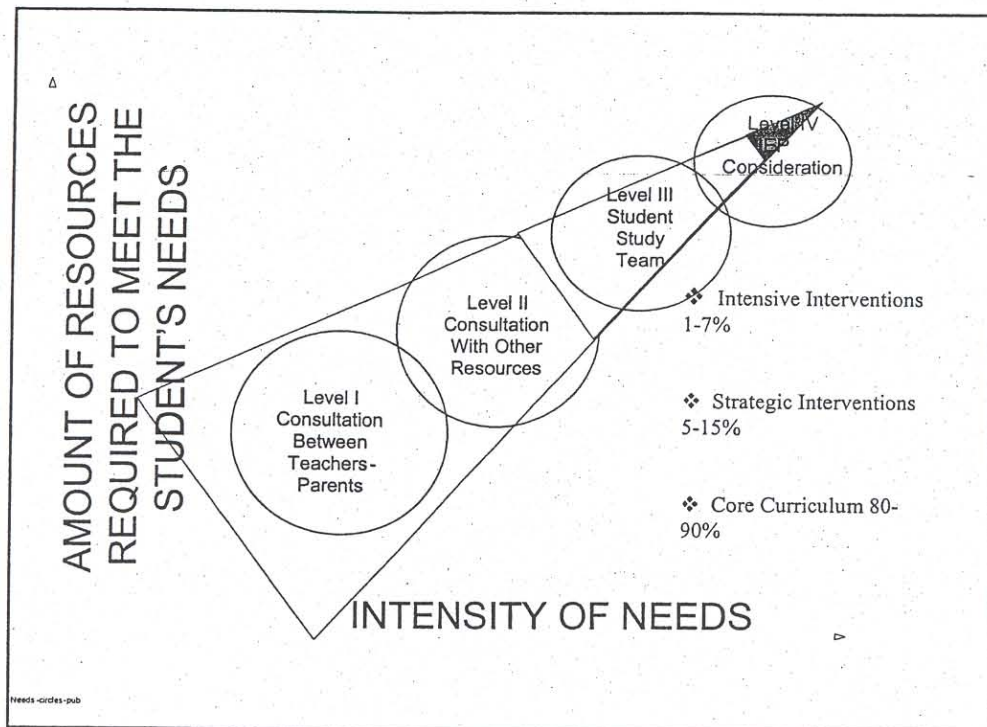
- ✧ REVIEW available data including academic, behavioral, and discipline records; work samples; curriculum materials; and information from community resources
- ✧ INTERVIEW teachers, parents, student, and others
- ✧ OBSERVE classroom instruction, classroom behavior systems and discipline, student's academics and behavior in the context of the school environment
- ✧ TEST normed probes by grade level, back sampling and survey level in areas of weakness, behavioral counts and time sampling

## Instructional Decision Making for Student Success



## PROBLEM-SOLVING MODEL ACTION TEAM





## *Levels for Providing Support to the Student*

All of the previously described steps are used at each level:

Level I	Teacher and Parent
Level II	Consultation with Other Resources such as Additional Personnel and Community Resources, if applicable
Level III	Student Support Team
Level IV	Entitlement for Special Education Services

## *Level/Tier One*

- ✧ Teachers schedule meeting with the parents or guardians and complete a summary of the cumulative record
- ✧ Case Colleagues/Managers are available to meet with teacher and parent if needed
- ✧ A PEP/Request for Intervention Assistance using the Problem Solving Process is completed in the meeting. Data is used that is readily available.
- ✧ Teacher and parent design an intervention plan.
- ✧ A meeting is set to review and analyze the results of the interventions.
- ✧ If needed Determinations are made regarding the next steps.

## *Level/Tier Two*

- ✧ The Level One paperwork is given to the case colleague and a meeting is scheduled with the grade level team, teacher, parent, and case colleague.
- ✧ The Problem Solving process is followed to further define the problem and develop interventions.
- ✧ At the next meeting, results of the intervention are reviewed and a determination is made on next steps, if needed.

## *Level/Tier Three*

- ✖✖ The problem solving process is followed with further definition of the problem and development of an assessment plan.
- ✖✖ The assessment plan is completed and the results reviewed to determine area of intervention.

## *Level/Tier Three*

- ✖✖ An intervention plan is developed including strategies, intensity of intervention, and who will deliver the interventions. Baseline is established in that area.
- ✖✖ Probes are administered 2 to 3 times per week and data points are graphed.
- ✖✖ Decisions are made regarding changes to hypotheses, strategies, and intensity whenever a decision point is reached.

## *Level/Tier Three*

- ✧ Once at least three hypotheses have been made, we may get consent for assessment IF we think the student may need entitlement.
- ✧ Types of interventions and intensity of services is geared to match special education services.
- ✧ If we determine the student may need entitlement a PSM Psychological Report is written summarizing the process, interventions and data.
- ✧ Case is reviewed by school and PSM Review Team to determine if entitlement criteria are met.

## *Level/Tier Four: Entitlement Considerations*

- ✧ Are the student's skills *in at least two probe areas* well below peers; e.g., at or below the 13<sup>th</sup> percentile compared to State or LEA norms *or 2 or more times discrepant from the class mean* using classroom norms? Yes, skills are below the 13<sup>th</sup> percentile on Blends (Phonics) and Sight Words compared to LEA norms.
- ✧ Is the student's growth rate lower than the growth rate of peers and similar to the growth rate of student's at the 13<sup>th</sup> percentile? Yes
- ✧ Did the to intensity and nature of instruction in the last part of Level III resemble specially designed instruction? Yes, services were similar in intensity and use of materials and methods to services provided to students.

## *Level/Tier Four: Exclusion Criteria*

The student's performance information is NOT the result of:

- ❖ Not receiving appropriate reading instruction
  - Describe the instruction received during the period of early (K-2) reading instruction.
  - What was the student's attendance during the period of early (K-2) reading instruction?
- ❖ Not receiving appropriate math instruction
  - Describe the instruction received during the period of early (K-2) math instruction.
  - What was the student's attendance during the period of early (K-2) math instruction?
- ❖ Cultural factors
  - Are behavioral concerns appropriate within the student's cultural context?

## *Level/Tier Four: Exclusion Criteria*

- ❖ Environmental factors
  - Are behavioral or learning concerns (e.g. abuse, neglect, loss, family dynamic or health issues) associated with environmental factors in the school, home or community?
- ❖ Economic factors
  - Are behavioral or learning concerns associated within context of the culture of poverty?
- ❖ Limited English Proficiency
  - Stages of Second Language Acquisition when exposed to that language in school (times are approximate and may vary among learners):
    - Stage 1: Pre-productive/Silent 6 months
    - Stage 2: Early Productive 6 months
    - Stage 3: Speech Emergence 1.5 years
    - Stage 4: Intermediate Proficiency 1.5 years LEP exclusion factor
    - Stage 5: Advance Proficiency 5-7 years

## *Level/Tier FOUR*

- ✖✖ IEP Committee determines entitlement and need for specialized services, writes the IEP, and gets consent from the parent for placement.
- ✖✖ Exit criteria are set.
- ✖✖ Student continues services delivered at Level 3.

### *How Have the Roles of Staff Changed?*

Team Meetings  
Interventions  
Progress Monitoring and Graphing

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## *Special Education Teachers and Speech Clinicians*

- ✘ No change in involvement in Student Support Team process. May be involved with gathering baseline data using normed probes at Level 3.
- ✘ Increased role in data collection, progress monitoring and data collection. (NOTE: All staff have increased responsibilities in this area.)
- ✘ Specialized instruction is provided to students at Level 3 (prior to placement).
- ✘ Progress Monitoring and graphing on specified goals for the IEP; e.g., Exit Criteria

## *School Psychologists*

- ✘ Members of the SST and involved in applying the PSM process, ICEL, and RIOT in cases discussed.
- ✘ Directly involved in gathering data—both academic and behavioral.
- ✘ Often take responsibility for frequency or interval data collected for behavioral concerns through observation.
- ✘ Responsible for writing the Problem-Solving Report which summarizes data, decisions, progress, entitlement criteria, and exclusionary issues prior to discussion at PSM Review Team.

## *PSM Responsibilities--*

- ✘ Data collection includes one to three minute probes for academic. Some of the probes are individually administered; others can be given as group administrations.
- ✘ Behavioral data often involves 10 to 20 minute interval or frequency data collection. Some data can be gathered using behavior charts already in use in the classroom.
- ✘ At Level 3, this data is collected every other day optimally. Special education teachers are generally responsible for gathering some but not all of this data.
- ✘ Once the student is entitled with an IEP, weekly data is gathered usually in two goal areas. Usually special education teachers are responsible for gathering this data.

## *How is Responsibility for Interventions Shared?*

- ✘ Classroom Teachers, Teacher Assistants, Parents, Volunteers (Levels I and II)
- ✘ Teacher Assistants, Title I Teachers, Reading/Language Specialists, Speech Language Pathologists, Counselors, Behavior Specialists (Level II)
- ✘ Title I Teachers, Reading/Language Specialists, Speech Language Pathologists, Special Education Teachers, School Psychologists, Diagnosticians (Level III)

## *WHO PROGRESS MONITORS AND GRAPHS PROGRESS?*

- xx Collecting Baseline Data and Progress Monitoring is a Team Effort including All Members of the PSM Team plus Diagnosticians, School Psychologists, Trained Assistants.
- xx Graphing is done by a smaller group usually Special Education Staff at the school as well as the School Psychologist.

*How Does PSM/RTI  
Affect the Number or  
Types of Students Served?*

## *Headcount*

The April 2007 headcount declined by 3% to 12.3 of ADM.

This is the first time in the past 5 years we have dipped below the 12.5% funding cap.

## *New Hanover County Data 2006-07*

In 2006-07 using RtI/PSM, 53% of students found eligible for IEP services were in grades

K-2

In 2006-07 using RtI/PSM, 80% of students found eligible for IEP services were in grades

K-3

## *New Hanover County Data 2006-07*

- ✱ In 2004-05 African American Students were **1.70 times** more likely than their peers to be referred for a special education evaluation and found eligible for services.
- ✱ In 2006-07 using RtI/PSM African American Students were **1.02 times** more likely than their peers to be referred for a special education evaluation and found eligible for services.
- ✱ In 2006-07 using RtI/PSM, 15% of students found eligible for IEP services were African American males, which is equivalent to the incidence of AA male students in membership.

## *SPECIAL THANKS*

- ✱ Special thanks to Ben Barbour and the Horry County Public Schools, Loris, SC; Laura Snyder, NC DPI; and Bill Trant, New Hanover County Schools, for sharing their knowledge, experience and recommendations.