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	Intervention Documentation	Monitoring Plan for Determining Student Progress
	Who is responsible?	Who is responsible?	Who is responsible?	Who is responsible?
	What will be done?	What will be done?	What will be done?	What data will be collected and how often?
	When will it occur?	When will it occur?	When will it occur?	How will we decide if the plan is effective?
	Where will it occur?	Where will it occur?	How will data be shared?	

Guiding Questions for Discussion

1. Which components of developing a comprehensive intervention plan did your team complete successfully? For which components did the team have difficulty? What factors helped or hindered the team when developing the comprehensive intervention plan to address the student's needs?

2. How helpful was it to your team to specifically outline the intervention and support plans (i.e., who is responsible, what would be done, when it would occur, and where it would occur)?

3. If your team was able to return to your school and implement the plan developed at the last training, to what extent did the level of specificity help ensure that the plan was implemented?

4. If your team was able to return to your school and implement the plan developed at the last training, to what extent did the support plan you developed for the individuals responsible for implementing the intervention help ensure that the intervention was implemented as intended?

Intervention Documentation Worksheet

Week of _____

Teacher: _____

Student	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	

Legend

T = Time (# of minutes)

P = Program

F = Focus

Focus
L = Language
PA = Phonemic Awareness
P = Phonics
F = Fluency
V = Vocabulary
C = Comprehension

Program
(Create your own key. For example. W = Wilson Fundations)

_____ = _____
_____ = _____
_____ = _____

Tier 1 Screening and Intervention Record Form

Date: 1   Meeting: ___ Beginning _X_ Midyear ___ End of Year   Grade:

Meeting Attendees	Position	Meeting Attendees	Position

Target Skill: Percentage of students at proficient level based on benchmark/standard

Goal for Next Quarter: Percentage of students at proficient level based on benchmark/standard

Strategies Selected for Implementation This Quarter (Tier 1)

Logistics for Implementation of Strategies Selected ("To-do's")

Tier 2 Screening and Intervention Record Form

Students Identified for Tier 2

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score

Goal for Next Quarter (Tier 2)

Strategies Selected for Implementation This Quarter (Tier 2)

Logistics for Implementation of Strategies Selected ("To-do's")

Measurement Assessment Plan

Student Name	Measure	Person Responsible	Frequency

Tier 3 Screening and Intervention Record Form

Students Identified for Tier 3

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score

Goal for Next Quarter (Tier 3)

Strategies Selected for Implementation This Quarter (Tier 3)

Student Name	Strategies	Person Responsible	Frequency

Measurement Assessment Plan

Student Name	Measure	Person Responsible	Frequency

NEXT MEETING   Date:_____   Location:_____   Time:_____

Student Success Worksheet

Step IV – Response to Instruction/Intervention

Attach graphed data for each review date:

Review Date:
Is the response to instruction/intervention Positive, Questionable, or Poor?

If Positive:
_____Continue current instructional supports
_____Adjust goal upward
_____Fade supports
        Comments/Actions: _____
        _____
        _____
        _____

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: _____
        _____
        _____
        _____

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: _____
        _____
        _____
        _____
        _____

Perceptions of Practices Survey

1. **Your PS/RtI Project ID:** ⟶

   Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

Directions: *For each item on this survey, please indicate how frequently or infrequently the given practice occurred in your school for both academics (i.e., reading and math) and behavior during the 2007-08 school year. Please use the following response scale:*

      ① = **Never Occurred** *(NO)*
      ② = **Rarely Occurred** *(RO)*
      ③ = **Sometimes Occurred** *(SO)*
      ④ = **Often Occurred** *(OO)*
      ⑤ = **Always Occurred** *(AO)*
      ◯ = **Do Not Know (DK)**

In my School:	NO	RO	SO	OO	AO	DK
2. Data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, Office Discipline Referrals) were used to determine the percent of students receiving core instruction (general education classroom only) who achieved benchmarks (district grade-level standards) in:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
3. Data were used to make decisions about necessary changes to the core curriculum or discipline procedures to increase the percent of students who achieved benchmarks (district grade-level standards) in:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯

In my School:	NO	RO	SO	OO	AO	DK
4. Data were used (e.g., Curriculum-Based Measurement, DIBELS, Office Discipline Referrals) to identify at-risk students in need of supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
5. The students identified as at-risk routinely received additional (i.e., supplemental) intervention(s) for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
6. Progress monitoring occurred for all students receiving supplemental and/or intensive interventions for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
7. Progress monitoring data (e.g., Curriculum-Based Measurement, DIBELS, behavioral observations) were used to determine the percent of students who received supplemental and/or intensive interventions and achieved grade-level benchmarks for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
8. A standard protocol intervention (i.e., the same type of intervention used for similar problems) was used initially for <u>all</u> students who required supplemental instruction for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯

Directions: *Items 9-18 refer to the typical Problem-Solving Team (i.e., Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting in your school last year (i.e., 2007-08) that included a student who had been referred for problem-solving or a special education evaluation. While addressing each item for academics (math and reading), think of a typical case in which a student was referred for an academic concern. While addressing each question for behavior, think of a typical case in which a student was referred for a behavioral concern. Then, please indicate how frequently each of the given practices occurred in your school using the same scale.*

In my School:	NO	RO	SO	OO	AO	DK
9. The target behavior was routinely defined in terms of the <u>desired</u> behavior (e.g., Johnny will raise his hand to ask a question, Susie will read 90 correct words per minute) instead of the <u>problem</u> behavior (e.g., Johnny talks out of turn, Susie reads below grade-level) for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
10. Quantifiable data (e.g., reading fluency score, percent compliance, percent on-task behavior) were used to						
a. identify the target student's current performance in the area of concern for:						
• Academics	①	②	③	④	⑤	◯
• Behavior	①	②	③	④	⑤	◯
b. identify the <u>desired</u> level of performance (i.e., the benchmark) in the area of concern for:						
• Academics	①	②	③	④	⑤	◯
• Behavior	①	②	③	④	⑤	◯
c. identify the current performance of same-age peers using the same data as the target student for:						
• Academics	①	②	③	④	⑤	◯
• Behavior	①	②	③	④	⑤	◯
11. The Problem-Solving Team routinely developed hypotheses (i.e., proposed reasons) explaining why the target student was not demonstrating the <u>desired</u> behavior for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
12. Data were collected to confirm the reasons that the student was not achieving the desired level of performance for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯
13. Intervention plans were routinely developed based on the confirmed reasons that the student was not achieving the desired level of performance for:						
a. Academics	①	②	③	④	⑤	◯
b. Behavior	①	②	③	④	⑤	◯

In my School:	NO	RO	SO	OO	AO	DK
14. The teacher of a student referred for problem-solving routinely received staff support to implement the intervention plan developed by the Problem-Solving Team for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
15. Data were collected routinely to determine the degree to which the intervention plans were being implemented as intended for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
16. Data were graphed routinely to simplify interpretation of student performance for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○
17. Progress monitoring data were used to determine						
a. the degree to which the target student's rate of progress had improved for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
b. whether the gap had decreased between the target student's current performance and the desired level of performance (i.e., benchmark) for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
c. whether the gap had decreased between the target student's current performance and the performance of same-age peers for:						
• Academics	①	②	③	④	⑤	○
• Behavior	①	②	③	④	⑤	○
18. A student's response-to-intervention data (e.g., rate of improvement) were used routinely to determine whether a student was simply behind and <u>could</u> learn new skills <u>or</u> whether the student's performance was due to a disability for:						
a. Academics	①	②	③	④	⑤	○
b. Behavior	①	②	③	④	⑤	○

THANK YOU!

Perceptions of RtI Skills Survey

1. **Your PS/RtI Project ID:**

   Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

Directions: Please read each statement about a skill related to assessment, instruction, and/or intervention below, and then evaluate YOUR skill level within the context of working at a school/building level. Where indicated, rate your skill separately for academics (i.e., reading and math) and behavior. Please use the following response scale:

    ① **= I do not have this skill at all (NS)**
    ② **= I have minimal skills in this area; need substantial support to use it (MnS)**
    ③ **= I have this skill, but still need some support to use it (SS)**
    ④ **= I can use this skill with little support (HS)**
    ⑤ **= I am highly skilled in this area and could teach others this skill (VHS)**

The skill to:	NS	MnS	SS	HS	VHS
2. *Access* the data necessary to determine the percent of students in core instruction who are achieving benchmarks (district grade-level standards) in:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
3. Use data *to make decisions* about individuals and groups of students for the:					
a. Core academic curriculum	①	②	③	④	⑤
b. Core/Building discipline plan	①	②	③	④	⑤

The skill to:	NS	MnS	SS	HS	VHS

4. Perform each of the following steps when identifying the problem for a student for whom concerns have been raised:

   a. Define the referral concern in terms of a replacement behavior (i.e., what the student should be able to do) instead of a referral *problem* for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

   b. Use data to define the current level of performance of the target student for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

   c. Determine the desired level of performance (i.e., benchmark) for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

   d. Determine the current level of peer performance for the same skill as the target student for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

   e. Calculate the gap between student current performance and the benchmark (district grade level standard) for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

   f. Use gap data to determine whether core instruction should be adjusted or whether supplemental instruction should be directed to the target student for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

5. Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., benchmarks) for:

	NS	MnS	SS	HS	VHS
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤

6. Identify the most appropriate type(s) of data to use for determining reasons (hypotheses) that are likely to be contributing to the problem for:

	NS	MnS	SS	HS	VHS
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤

The skill to:	NS	MnS	SS	HS	VHS
7. Identify the appropriate supplemental intervention available in my building for a student identified as at-risk for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
8. Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for:					
a. Academic core curricula	①	②	③	④	⑤
b. Behavioral core curricula	①	②	③	④	⑤
c. Academic supplemental curricula	①	②	③	④	⑤
d. Behavioral supplemental curricula	①	②	③	④	⑤
e. Academic individualized intervention plans	①	②	③	④	⑤
f. Behavioral individualized intervention plans	①	②	③	④	⑤
9. Ensure that any supplemental and/or intensive interventions are integrated with core instruction in the general education classroom:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
10. Ensure that the proposed intervention plan is supported by the data that were collected for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
11. Provide the support necessary to ensure that the intervention is implemented appropriately for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
12. Determine if an intervention was implemented as it was intended for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
13. Select appropriate data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, behavioral observations) to use for progress monitoring of student performance during interventions:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤

The skill to:	NS	MnS	SS	HS	VHS
14. Construct graphs for large group, small group, and individual students:					
a. Graph target student data	①	②	③	④	⑤
b. Graph benchmark data	①	②	③	④	⑤
c. Graph peer data	①	②	③	④	⑤
d. Draw an aimline	①	②	③	④	⑤
e. Draw a trendline	①	②	③	④	⑤
15. Interpret graphed progress monitoring data to make decisions about the degree to which a student is responding to intervention (e.g., positive, questionable or poor response).	①	②	③	④	⑤
16. Make modifications to intervention plans based on student response to intervention.	①	②	③	④	⑤
17. Use appropriate data to differentiate between students who have not learned skills (e.g., did not have adequate exposure to effective instruction, not ready, got too far behind) from those who have barriers to learning due to a disability.	①	②	③	④	⑤
18. Collect the following types of data:					
a. Curriculum-Based Measurement	①	②	③	④	⑤
b. DIBELS	①	②	③	④	⑤
c. Access data from appropriate district- or school-wide assessments	①	②	③	④	⑤
d. Standard behavioral observations	①	②	③	④	⑤
19. Disaggregate data by race, gender, free/reduced lunch, language proficiency, and disability status	①	②	③	④	⑤
20. Use technology in the following ways:					
a. Access the internet to locate sources of academic and behavioral evidence-based interventions.	①	②	③	④	⑤
b. Use electronic data collection tools (e.g., PDAs)	①	②	③	④	⑤
c. Use the Progress Monitoring and Reporting Network (PMRN)	①	②	③	④	⑤
d. Use the School-Wide Information System (SWIS) for Positive Behavior Support	①	②	③	④	⑤
e. Graph and display student and school data	①	②	③	④	⑤
21. Facilitate a Problem Solving Team (Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting.	①	②	③	④	⑤

THANK YOU!

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	Intervention Documentation	Monitoring Plan for Determining Student Progress
Randy does not self-monitor while reading connected text.	Who is responsible? Suzanne – reading interventionist What 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 When will it occur? Mon, Wed, Fri 9:20 to 9:50 Where will it occur? Third grade intervention room	Who is responsible? Mark – classroom teacher What 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) When will it occur? 10:00 am during3rd grade planning time Where will it occur? Suzanne's intervention room	Who is responsible? Suzanne – reading interventionist What will be done? The Intervention Doc. Worksheet (IDW)will be used to record intervention sessions When will it occur? Directly after every scheduled intervention session How will data be shared? The IDW will be shared at the student data review meetings described in Monitoring Plan column of this worksheet.	Who is responsible? Suzanne – reading interventionist What data will be collected and how often? Oral reading fluency and accuracy will be collected on Friday of each week using grade level CBM probes. How 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.

Intervention Documentation Worksheet

Student __Randy__   Teacher: __Suzanne__

Week of (Write Monday's Date)	Monday T	Monday Skill	Tuesday T	Tuesday Skill	Wed. T	Wed. Skill	Thurs. T	Thurs. Skill	Friday T	Friday Skill	Total # of Minutes
11/16/09	30	Ph A C			30	Ph A C			30	Ph A C	90
11/23/09	30	Ph A C			30	Ph A C				Holiday	60
11/30/09	30	Ph A C			30	Ph A C			30	Ph A C	90
12/7/09	30	Ph A C				Absent			20	Ph A C	50
12/14/09		Firedrill			30	Ph A C			30	Ph A C	60
12/21/09	30	Ph A C				Holiday				Holiday	30
										Total Minutes	380
										Scheduled Min.	540

Legend

T = Time (# of minutes)

Skill = skill/strategy taught

Skill – Language/Reading
L - Language
PA - Phonemic Awareness
PH- Phonics
F - Fluency
V - Vocabulary
C - Comprehension
A – ORF Accuracy

Math
Number Sense
Operations
Data Analysis
Geometry
Algebraic Thinking

Writing
Writing Process
Writing Traits
Mechanics

Behavior
Following Directions
Social Skills

Intervention Documentation Worksheet

Student __Randy__

Teacher: __Suzanne__

Week of (Write Monday's Date)	Comments

Legend

	Skill – Language/Reading	Math	Writing	Behavior
T = Time (# of minutes)	L - Language	Number Sense	Writing Process	Following Directions
Skill = skill/strategy taught	PA - Phonemic Awareness	Operations	Writing Traits	Social Skills
	PH- Phonics	Data Analysis	Mechanics	
	F - Fluency	Geometry		
	V - Vocabulary	Algebraic Thinking		
	C - Comprehension			
	A – ORF Accuracy			

Student Success Worksheet

Step IV – Response to Instruction/Intervention

Attach graphed data for each review date:

Review Date: 1/8/10
Is the response to instruction/intervention Positive, Questionable, or Poor?

If Positive:
_____Continue current instructional supports
_____Adjust goal upward
X_____Fade supports
Comments/Actions: Since positive response to instruction/intervention has been realized despite only 70% implementation, the frequency of sessions will be reduced from Monday, Wednesday, Friday to Wednesday and Friday. All other components of the Comprehensive Intervention Plan will remain the same. Data will be reviewed during regularly scheduled individual student data review meeting on 1/29/10. _____
_____

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: _____
_____
_____
_____

If Poor:
Was intervention/instruction implemented as planned? Yes, No
If no, what strategies will be utilized to increase implementation?
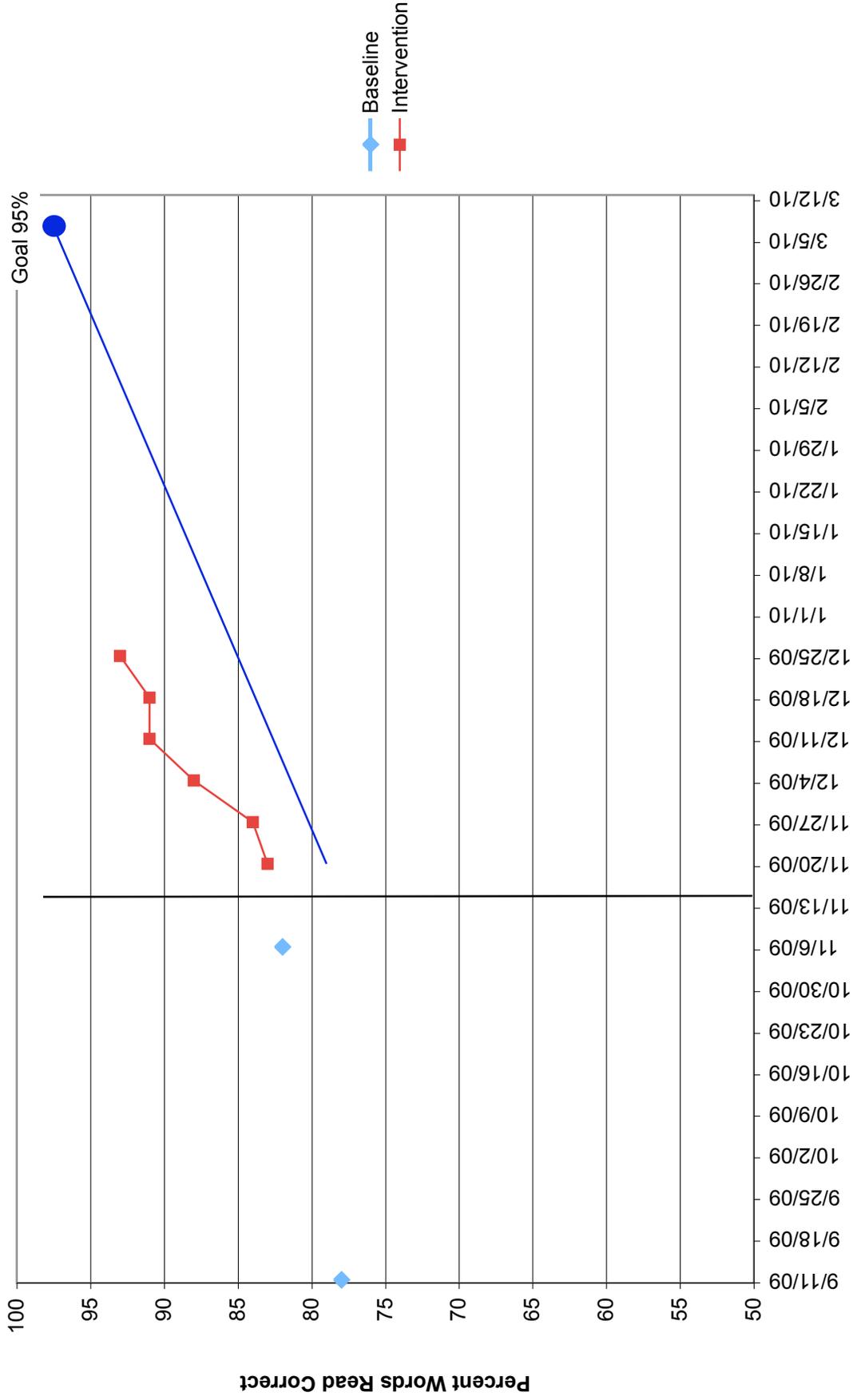
_____
_____
_____

If yes:
Was instruction/intervention aligned with the verified hypothesis or is there other aligned instruction/intervention to consider?
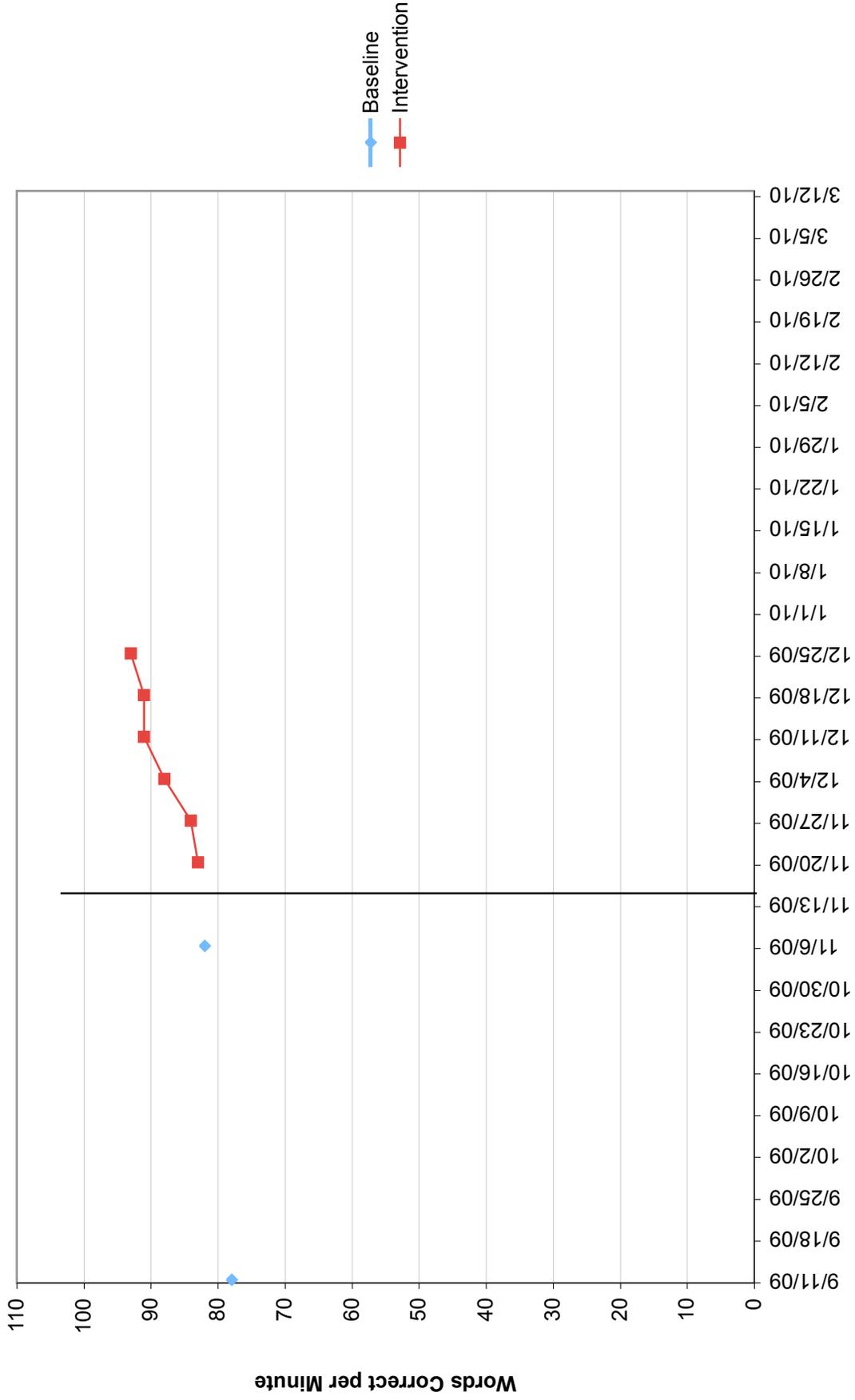Are there other hypotheses to consider?
Was the problem identified correctly?
Comments/Actions: _____
_____
_____
_____

Randy - Oral Reading Accuracy

Percent Words Read Correct

Goal 95%

Baseline
Intervention

100
95
90
85
80
75
70
65
60
55
50

9/11/09
9/18/09
9/25/09
10/2/09
10/9/09
10/16/09
10/23/09
10/30/09
11/6/09
11/13/09
11/20/09
11/27/09
12/4/09
12/11/09
12/18/09
12/25/09
1/1/10
1/8/10
1/15/10
1/22/10
1/29/10
2/5/10
2/12/10
2/19/10
2/26/10
3/5/10
3/12/10

Randy - Oral Reading Fluency

Words Correct per Minute

Baseline
Intervention

School Personnel Satisfaction Survey

1. Your PS/RtI Project ID: ───────────────▶

Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

Directions: For items 2-4, please shade in the circle next to the response option that best represents your answer.

2. What is your current role in your school?
   ○ Classroom Teacher   ○ Student Services Personnel
   ○ Administrator   ○ Instructional Support Personnel (e.g., reading specialist, speech/language, ESOL)

3. How many students did you refer to your school's Problem-Solving (Student Support, Intervention Assistance, or Child Study) Team last school year (i.e., 2007-08)?
   ○ 0   ○ 1   ○ 2
   ○ 3   ○ 4   ○ 5 or more

4. For how many students did you participate in your school's Problem-Solving (Student Support, Intervention Assistance, or Child Study) Team meeting(s) last year (i.e., 2007-08)?
   ○ 0   ○ 1   ○ 2
   ○ 3   ○ 4   ○ 5 or more

Directions: *For each item below please indicate your level of satisfaction/dissatisfaction relative to the service delivery model used in your school during the 2007-08 school year. Using the rating scale below, please shade in the option that best represents your response. If you are not knowledgeable about a certain practice, please select the option "Do Not Know" (DK).*

①= **Very Dissatisfied (VD)**
②= **Dissatisfied (D)**
③= **Neutral (N)**
④= **Satisfied (S)**
⑤= **Very Satisfied (VS)**
〇= **Do Not Know (DK)**

	VD	D	N	S	VS	DK
5. The method used to evaluate the effectiveness of:						
5.a. core academic programs	①	②	③	④	⑤	〇
5.b. core behavior program	①	②	③	④	⑤	〇
6. The decisions that were made regarding necessary changes to:						
6.a. core academic programs	①	②	③	④	⑤	〇
6.b. core behavior programs	①	②	③	④	⑤	〇
7. The data used to identify students at risk for:						
7.a. academic difficulties	①	②	③	④	⑤	〇
7.b. behavioral difficulties	①	②	③	④	⑤	〇
8. The manner in which progress monitoring was carried out in my school	①	②	③	④	⑤	〇
9. The decisions that we made about students who were not successful with only core instruction (academic and/or behavior)	①	②	③	④	⑤	〇
10. The timeliness with which students who were not meeting expectations were identified	①	②	③	④	⑤	〇
11. The communication between classroom teachers, support staff (instructional, student services) and administration regarding:						
11.a. progress monitoring	①	②	③	④	⑤	〇
11.b. intervention implementation and support	①	②	③	④	⑤	〇

	VD	D	N	S	VS	DK
12. How efficiently assessments were administered for:						
12.a. Reading	①	②	③	④	⑤	○
12.b. Math	①	②	③	④	⑤	○
12.c. Behavior	①	②	③	④	⑤	○
13. The types of data used to make instructional decisions in:						
13.a. Reading	①	②	③	④	⑤	○
13.b. Math	①	②	③	④	⑤	○
13.c. Behavior	①	②	③	④	⑤	○
14. The range of instructional options available in my school for students not meeting expectations in:						
14.a. Reading	①	②	③	④	⑤	○
14.b. Math	①	②	③	④	⑤	○
14.c. Behavior	①	②	③	④	⑤	○
15. How quickly interventions were available in my school for students identified as not meeting expectations in:						
15.a. Reading	①	②	③	④	⑤	○
15.b. Math	①	②	③	④	⑤	○
15.c. Behavior	①	②	③	④	⑤	○
16. The availability of technology (e.g., computers) in my school to support progress monitoring in:						
16.a. Reading	①	②	③	④	⑤	○
16.b. Math	①	②	③	④	⑤	○
16.c. Behavior	①	②	③	④	⑤	○
17. The feasibility or relative ease with which interventions were implemented in:						
17.a. Academics	①	②	③	④	⑤	○
17.b. Behavior	①	②	③	④	⑤	○
18. The support the classroom teacher received from other personnel in my school when implementing interventions for:						
18.a. Academics	①	②	③	④	⑤	○
18.b. Behavior	①	②	③	④	⑤	○

	VD	D	N	S	VS	DK
19. The degree to which the interventions used in my school helped students to progress toward meeting benchmarks in:						
19.a. Reading	①	②	③	④	⑤	◯
19.b. Math	①	②	③	④	⑤	◯
19.c. Behavior	①	②	③	④	⑤	◯
20. The degree to which my school's problem-solving (student support, intervention assistance, child support) team was helpful to teachers	①	②	③	④	⑤	◯
21. The degree to which my school met instructional goals (e.g., Adequate Yearly Progress) for ALL students	①	②	③	④	⑤	◯
22. The extent to which my school met the needs of diverse students in the building	①	②	③	④	⑤	◯
23. The progress toward benchmarks that special education students made in the general education classroom	①	②	③	④	⑤	◯
24. The level of parent involvement in problem-solving for at-risk students	①	②	③	④	⑤	◯
25. The level of parent involvement in interventions for at-risk students	①	②	③	④	⑤	◯

26. Overall, how satisfied were you with your own role and activities in your school's method of service delivery last year?
   ① Very Satisfied   ② Satisfied   ③ Somewhat Satisfied   ④ Dissatisfied   ⑤ Very Dissatisfied

30. Additional Comments:

_____

_____

_____

THANK YOU!

Y3D3 Skill Assessment Rubric

1. The documentation plan (see "Intervention Documentation" column) contains enough information for the plan to be carried out
    a. 0 points = The documentation plan does not contain any specific information on who is responsible, how the intervention will be documented, when documentation will occur, <u>or</u> how the data will be shared
    b. 1 point = The documentation plan contains some information on who is responsible, how the intervention will be documented, when documentation will occur, <u>or</u> how the data will be shared; but does not contain all four components with enough specificity for everyone to determine how implementation of the intervention plan will be documented
    c. 2 points = The documentation plan contains information on who is responsible, how the intervention will be documented, when documentation will occur, <u>and</u> how the data will be shared with enough specificity for everyone to determine how implementation of the intervention plan will be documented

2. The plan for monitoring student progress (see "Monitoring Plan for Determining Student Progress" column) contains enough information for the plan to be carried out
    a. 0 points = The plan for monitoring student progress does not contain any specific information on who is responsible, what data will be collected, how often the data will be collected, or criteria for determining the effectiveness of the intervention
    b. 1 point = The plan for monitoring student progress contains some information on who is responsible, what data will be collected, how often the data will be collected, <u>or</u> criteria for determining the effectiveness of the intervention; but does not contain all four components with enough specificity for everyone to determine how data will be collected and used to evaluate student RtI
    c. 2 points = The plan for monitoring student progress contains information on who is responsible, what data will be collected, how often the data will be collected, <u>and</u> criteria for determining the effectiveness of the intervention with enough specificity for everyone to determine how data will be collected and used to evaluate student RtI