

Tier III Critical Components Checklist

Description & Purpose

Theoretical Background

The *Tier III Critical Components Checklist* is an integrity measure used to assess the extent to which schools are implementing the critical components of the problem-solving process during data meetings addressing Tier III (i.e., individual student) instruction and/or intervention. Implementation of new practices such as PS/RtI is a gradual process that occurs in stages, not a one-time event (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). Because many educational reform efforts fail due to lack of implementation (Sarason, 1990), it is critical that implementation integrity be examined. Several methods for examining implementation integrity exist. These methods can be divided into three categories: **self-report**, **permanent product reviews**, and **observations** (Noell & Gansle, 2006).

Description

The *Tier III Critical Components Checklist* is completed by a trained reviewer who indicates the extent to which components of the PS/RtI model are evident in permanent products (i.e., documentation such as charts/graphs, meeting notes, meeting worksheets) from data meetings addressing individual students (typically those students that require Tier III services) who were discussed by the school's problem-solving team (i.e., Child Study Team, School-Based Intervention Team, Intervention Assistance Team, Student Success Team, etc.). Specifically, the instrument contains 16 items that examine the extent to which each of the four steps of problem solving (i.e., Problem Identification, Problem Analysis, Intervention Development and Implementation, & Program Evaluation/RtI) are evident. The checklist can be applied to academic (e.g., reading, math) or behavior content areas. Reviewers use a standard scoring rubric (available in *Supplements*, page 211) to evaluate implementation of critical PS/RtI components using the following scale: 0 = *Absent*; 1 = *Partially Present*; 2 = *Present*. Finally, spaces are provided for reviewers to record evidence or comments to justify or further explain the rationale for the score provided.

Self-report: Individuals responsible for implementation provide information on the extent to which the practices occurred.

Permanent Product Reviews: Relevant documents (e.g., graphs, notes, worksheets) related to implementation are examined for evidence of the target practices.

Observations: Individuals directly observe applications of the target practices when they are expected to occur.

Purpose

The purpose of the *Tier III Critical Components Checklist* is to provide stakeholders with a practical methodology for evaluating the extent to which educators implement PS/RtI practices in data meetings focusing on students typically in need of Tier III services. Data from permanent product reviews tend to be moderately reliable and efficient. Permanent product reviews are typically more reliable than self-report measures of implementation; however, it should be noted that the methodology is often more resource-intensive (e.g., requires trained raters, time for personnel to gather and examine permanent products). Conversely, permanent product reviews are typically less reliable than direct observations, but often require fewer resources than observations (e.g., time for travel to schools, live observations of meetings, etc.). Thus, it is typically recommended that permanent product reviews such as the *Tier III Critical Components Checklist* be combined with other sources of information when assessing implementation integrity.

Intended Audience

Who Should Complete the Tier III Critical Components Checklist?

It is highly recommended that individuals completing the checklist have expertise in the PS/RtI model and conducting permanent product reviews. Specifically, reviewers must understand the problem-solving process to identify the extent to which steps are occurring during individual student-focused data meetings. The title of individuals completing the checklists is not as important as the skill sets needed. Staff with the requisite skill sets in schools that have worked with the Florida PS/RtI Project are PS/RtI Coaches; however, school psychologists, literacy specialists, or educators from other disciplines may possess the requisite knowledge and skills or be candidates for professional development.

Who Should Use the Results for Decision-Making?

School-Based Leadership Team (SBLT) members should receive data on implementation levels from the *Tier III Critical Components Checklist*. SBLTs are comprised of approximately six to eight staff members selected to take a leadership role in facilitating PS/RtI implementation in a school. Staff included on the SBLT should have the following roles represented: administration, general education teachers, student services, special education teachers, and content specialists (e.g., reading, math, behavior). SBLT members should receive training on the PS/RtI model including strategies for facilitating implementation (i.e., systems change principles and strategies referred to in the Introduction). Individuals on the team also should adopt certain roles and responsibilities to ensure efficient and productive planning and problem-solving meetings. Important responsibilities include a **facilitator**, **time-keeper**, **data coach**, and **recorder**, in addition to providing expertise in the particular content areas or disciplines listed above.

District-Based Leadership Team (DBLT) members also should receive the results for the district's schools individually as well as aggregated at the district level. Members of the DBLT provide leadership to schools implementing PS/RtI prac-

Facilitator:

Responsibilities of facilitators tend to include preparation for meetings, ensuring participation and involvement of team members, encouraging team members to reach consensus regarding decisions being made, and keeping the conversations focused on the task being discussed (e.g., problem-solving student performance, planning for professional development).

Timekeeper:

Timekeepers are responsible for providing periodic updates to team members regarding the amount of time left to complete a given task or discussion during meetings.

Data Coach:

Data coaches provide assistance with interpreting data and using it to inform decisions.

Recorder: Recorders are responsible for taking notes for the purpose of capturing the important discussions and outcomes of meetings.

tices. Examples of leadership provided by DBLT members include facilitating the creation of policies and procedures to support implementation, providing access to professional development targeting the knowledge and skills of educators in the district, and meeting with schools to review implementation and student outcomes. Staff included on the team mirror the SBLT in terms of representation of disciplines and roles and responsibilities.

Importantly, SBLTs and DBLTs may find it helpful to work with a PS/RtI Coach or other stakeholder with expertise in PS/RtI practices to discuss findings from the checklist. Coaches can assist with interpretation of the results as well as facilitating problem-solving to address barriers to implementation.

Directions for Administration

Step 1

Identify the content areas and grade levels being targeted by the school(s) for which the *Tier III Critical Components Checklists* are being completed. It is recommended that reviewers consider completing the checklists from products derived from individual student-focused (typically Tier III focused) data meetings that are related to the goals of the school. For example, if the school has identified reading as their target subject area and grades K-2 as their target grade levels, then the *Tier III Critical Components Checklists* could be completed using permanent products from data meetings in which reading data for individual students from within those grade levels were discussed. However, federal and state mandates related to special education eligibility require that components of the PS/RtI model be implemented with all students when being considered for special education services. Therefore, some schools may not consider delaying implementation of PS/RtI practices when discussing any individual student cases realistic. In cases in which schools decide to target implementation when discussing any student cases (regardless of content area concerns and the grade level), the checklist may be completed for all content areas and grade levels.

Step 2

Identify when Tier III data meetings occur and who is involved in the meetings. Schools and districts conduct different types of data meetings at different times of the year. Stakeholders in charge of facilitating completion of the checklist should determine which meetings address Tier III issues, who is involved in those meetings, and when they occur. Examples of common meetings include Problem-Solving Team, Student Success Team, Intervention Assistance Team, School-Based Intervention Team, and Child Study Team meetings. Meetings focused on Tier III student issues typically occur frequently (e.g., weekly to monthly) when compared to data meetings focusing on large groups of students.

Step 3

Find out who to contact for permanent products that come from identified meetings and what products will likely be available. Schools and districts have dif-

ferent policies on how meetings are run, what documentation must be kept, how any documentation retained is organized (e.g., teachers keep their own data, grade level binders kept by the team leader, all documentation turned into the principal, documentation kept by meeting facilitators or other identified personnel), and who is allowed to access it. Stakeholders completing the checklist must determine who to gather any available products from and what documents should be collected. It is recommended that individuals completing the checklists consult with district administrators and principals regarding school and district policies for documenting meeting outcomes. They can either explain how permanent products are organized and what should be asked for or refer stakeholders completing the checklist to someone who can provide assistance (e.g., grade-level team leader, content specialist such as a literacy coach, school psychologist, guidance counselor).

Step 4

Randomly select student cases and gather relevant documentation for the period of time for which the checklists are being completed. Schools vary in terms of the number of students who are discussed at meetings addressing individual student needs. In many schools, however, the number of students discussed exceeds the resources needed to examine every case. Thus, it is recommended that reviewers complete the *Tier III Critical Components Checklist* on a number of randomly selected individual student problem-solving meetings. Decisions regarding the number of cases to select should be driven by the resources available to complete the checklists. See *Supplements*, page 209 for an example of how PS/RtI Coaches randomly selected cases and the number of cases for which *Tier III Critical Components Checklists* were completed.

Step 5

Complete the checklists using the *Tier III Critical Components Checklist Standard Scoring Rubric*. Once the permanent products from data meetings focused on the selected students are gathered, a standard scoring rubric is used to facilitate consistent scoring of the extent to which each critical component of problem solving is evident (see *Supplements*, page 211). Criteria are provided for how to score each item and this process has resulted in high inter-rater agreement estimates among Project PS/RtI Coaches completing the checklists. It is important that stakeholders completing the checklist have a thorough understanding of the PS/RtI model because those participating in the meeting may not follow the problem-solving process in the exact order in which the steps are listed on the checklist. In other words, the reviewer needs to be knowledgeable enough regarding the problem-solving process to be able to identify components of problem solving that may not be clearly labeled or in a particular order in the products examined.

Step 6

Complete inter-rater agreement procedures when applicable. Ensuring that permanent product reviews are completed accurately is critical to data collection. For this reason, it is recommended that two reviewers rate permanent products from

the same data meetings periodically. This procedure allows reviewers to discuss differences and come to consensus regarding how to score particular items when conducting future permanent product reviews. The extent to which inter-rater agreement procedures take place depends on the time and resources available to reviewers. It is recommended that reviewers reach 80-85% inter-rater agreement before continuing to complete permanent product reviews independently. Inter-rater agreement levels below 80-85% may indicate that additional training is necessary. An example of how inter-rater agreement procedures were conducted by Project PS/RtI Coaches is included in *Supplements*, page 210.

Frequency of Use

When determining how often reviewers should complete the *Tier III Critical Components Checklist*, it is important to consider the resources available within schools and districts so that plans for data collection are adequately supported. Important considerations include the time needed for completion of the instrument; the time required to enter, analyze, graph, and disseminate data; the personnel available to support data collection, and other data collection activities in which SBLT members and school staff are required to participate. Completing the *Tier III Critical Components Checklist* requires a thorough understanding of content related to the problem-solving process and implementing PS/RtI models. The extent to which individuals with this content knowledge are available and/or can be thoroughly trained will impact how often the checklists can be completed. In other words, decisions about how often to collect data using the *Tier III Critical Components Checklist* should be made based on the capacity to administer, analyze, and use the information to inform plans to scale-up PS/RtI implementation.

Although schools and districts will need to make adjustments given available resources, general recommendations for completing the *Tier III Critical Components Checklist* are provided below.

- It is recommended that a trained reviewer complete the *Tier III Critical Components Checklist* from permanent products collected from meetings that target individual student-level (typically Tier III) instruction and/or intervention. The occurrence of individual student data meetings typically depends on the number of students referred to the problem-solving team. Often, the number of students discussed by the team exceeds the resources available to complete the checklists. PS/RtI Coaches working with the Florida PS/RtI Project completed checklists on five student cases per year per school given the amount of time expected to complete the checklists and their other coaching responsibilities. See *Supplements*, page 210 for additional information on how often PS/RtI Coaches completed the *Tier III Critical Components Checklist*.

Technical Adequacy

Content Validity Evidence

To inform development of the *Tier III Critical Components Checklist*, Project staff reviewed relevant literature, presentations, instruments and previous program evaluation projects to develop an item set that would be representative of the critical components of implementing PS/RtI practices during data meetings. Specifically, Project staff reviewed literature and publications related to PS/RtI (e.g., Bergan & Kratochwill, 1990; Batsche et al., 2005) as well as available instrumentation to identify critical components of the model. Relevant information was identified, analyzed, and used to select those components that would be assessed by the instrument.

Inter-Rater Agreement

The ability of reviewers to provide reliable data on implementation levels using the *Tier III Critical Components Checklist* has been supported by high levels of inter-rater agreement among Project PS/RtI Coaches completing the instrument. Two Coaches independently completed checklists using the permanent products derived from randomly selected Tier III data meetings. The two reviewers then derived inter-rater agreement estimates by dividing the number of agreements by the number of agreements plus disagreements. The average percent agreement from *Tier III Critical Components Checklists* independently completed by pairs of Coaches from the 2008-09 and 2009-10 school years ($n = 86$) was 86.74%.

Scoring

Analysis of Responses to the Tier III Critical Components Checklist

The Florida PS/RtI Project has primarily utilized two techniques when analyzing data for formative evaluation purposes. First, the mean rating for each item can be calculated to determine the average implementation level evident in data meetings observed. Second, the frequency of (i.e., frequency distribution) each response option selected (i.e., Absent, Partially Present, and Present) by reviewers can be calculated for each item.

Calculating item means provides an overall impression of the implementation level of problem solving steps. Calculating average implementation levels can be done at the domain and/or individual item levels. Examining implementation at the domain level allows educators to examine general patterns the extent to which educators implement the components of (1) Problem Identification, (2) Problem Analysis, (3) Intervention Development and Implementation, and (4) Program Evaluation/RtI. A domain score for each of the four domains measured by the instrument may be computed for checklists completed by computing the sum of the ratings of the items that comprise the domain. These values can then be added together and divided by the number of items within the domain to **produce an average level of implementation for each domain**. The four domains and the items that comprise them are as follows:

Content validity: Content-related validity evidence refers to the extent to which the sample of items on an instrument is representative of the area of interest the instrument is designed to measure. In the context of the *Tier III Critical Components Checklist*, content-related validity evidence is based on expert judgment that the sample of items on the *Tier III Critical Components Checklist* is representative of the critical components of problem solving at the individual student level.

For example, if an observer selected *Absent*, *Present*, and *Partially Present* when completing Items 1-3 that comprise the "Problem Identification" section, the values corresponding with those responses would be added together to obtain a total value of 3 (i.e., $0+2+1=3$). The total value of 3 would be divided by the number of items (3) to obtain the domain score (i.e., $3/3 = 1$). A domain score of 1 could be interpreted as the components of Problem Identification, on average, being partially present in permanent products derived from individual student focused data meetings.

- **Domain 1** (Problem Identification): Items 1-3
- **Domain 2** (Problem Analysis): Items 4-5
- **Domain 3** (Intervention Development & Implementation): Items 6-11
- **Domain 4** (Program Evaluation/RtI): Items 12-16.

Average levels of implementation also can be examined by item. Calculating the mean rating for each item within a domain allows stakeholders to identify the extent to which educators are implementing specific components of PS/RtI. This information can be used to identify specific steps of the process that may need to be addressed systematically (through professional development, policies and procedures, etc.) but does not provide information on the range of implementation levels.

Calculating the frequency of meetings in which PS/RtI practices were present, partially present, or absent for an item, on the other hand, provides information on the range of implementation levels. This information can be used to determine what percentage of schools or other units of analysis (e.g., districts) implemented, partially implemented, or did not implement components of PS/RtI. When making decisions about how to address implementation levels, information on the number of schools, districts, etc. implementing a particular component can help inform decisions regarding moving forward with implementation. For example, questions such as “Should we address implementation with a few schools versus all of them?” or “Are there particular steps that many schools struggle with?” may be addressed more readily with frequency data.

It is recommended that key stakeholders analyze *Tier III Critical Components Checklist* data in ways that best inform the evaluation questions they are asking. The data collected from the instrument can be used to answer a number of broad and specific questions regarding the extent to which educators are implementing the PS/RtI model. To facilitate formative decision-making, stakeholders should consider aligning the analysis and display of the data with specific evaluation questions. For example, questions regarding general trends in implementation of the four problem-solving steps may best be answered by calculating and displaying domain scores. Questions about implementation of specific components of the problem solving process may best be answered by calculating and displaying the number of meetings at which the components were present, partially present, and absent. In other words, identifying which evaluation question(s) are currently being answered will guide how to analyze the data and communicate the information to facilitate decision making.

Technology Support

School personnel should consider using district supported or commercially available technology resources to facilitate analyses of the data. Software and web-based programs vary in terms of the extent to which they can support administration of an instrument (e.g., online administration) and automatic analysis of data, as well as how user-friendly they are. Decisions about what technology to use to facilitate analysis should be made based on available resources as well as the

knowledge and skills possessed by those responsible for managing and analyzing data from the survey.

Training Required

Training Recommended for Individuals Completing Permanent Product Reviews Using the Tier III Critical Components Checklist

Qualifications of the reviewer. Personnel in charge of completing permanent product reviews using the *Tier III Critical Components Checklist* should have a thorough understanding of the PS/RtI model. If individuals with expertise in PS/RtI are not available, reviewers should receive thorough training in the PS/RtI model prior to being trained to use the checklist.

Content of the training. Trainings on completing permanent product reviews using the *Tier III Critical Components Checklist* should include the following components:

- Theoretical background on the relationship between implementation integrity and desired outcomes.
- Each item should be reviewed so that participants have a clear understanding of what is being measured. The *Tier III Critical Components Checklist Scoring Rubric* document should be used to review the content of each item.
- In addition to the theoretical background and review of what each item measures, trainings should include modeling completion of the checklist, opportunities for participants to practice, and feedback to participants. First, trainers may model completion of the checklist from a sample set of permanent products. Participants may be given copies of the sample set and be asked to follow along while the trainer talks through why s/he selected a given response from the scoring rubric for each item. Next, participants can be provided another set of products from an individual student data meeting and be asked to complete the checklist along with the trainer. The trainer and participants may discuss answers as they go along to clarify decisions being made. Finally, participants should complete the checklist independently from a third set of products and calculate inter-rater agreement with a partner. Inter-rater agreement estimates can be calculated using the same formula described above. It is recommended that participants reach 80-85% inter-rater agreement before completing the *Tier III Critical Components Checklist* independently.
- Finally, it is recommended that the training include a review of the school, district, or other agency's plan for conducting product reviews using the checklist so that the participants can learn what they will be responsible for completing and ask questions about the plan.

Training Suggested for Analyzing, Interpreting, and Disseminating Tier III Critical Components Checklist Results

The knowledge, skills, and experience of educators in analyzing, interpreting, and using data for formative decision-making vary. If the stakeholders responsible for

these activities possess the knowledge and skills required then training specific to the *Tier III Critical Components Checklist* may not be necessary. However, should the stakeholders responsible for using the data lack any of the aforementioned skill sets, training and technical assistance is recommended. Topics on which support might be provided are:

- Appropriate use of the checklist given its purpose and technical adequacy
- Guidelines for analyzing and displaying data derived from the instrument
- Guidelines for interpreting and disseminating the results

Information on the aforementioned topics is contained within this manual should training be needed.

Interpretation and Use of the Data

Examination of Broad Domains

When examining the *Tier III Critical Components Checklist* data for interpretation, it is recommended to start by examining the 4 broad domains measured by the checklist (i.e., Problem Identification, Problem Analysis, Intervention Development/Support, and Program Evaluation/RtI) to determine the extent to which permanent products indicate that PS/RtI practices are being implemented at the individual student level (typically Tier III). Educators can examine graphically displayed data to evaluate trends in implementation levels in each domain measured. Each of the methodologies for scoring mentioned above (i.e., calculating average implementation levels at the domain and item levels and calculating the frequency/percent of specific components present at the item level) can be used to examine the broad domains. One methodology used frequently by Project staff when examining data from the *Tier III Critical Components Checklist* data is to take note of the average levels of implementation of components within the problem solving domains. This type of visual analysis (an example of a graph used at the school level is provided below) allows educators to determine the extent to which the major steps of problem solving are occurring. This approach can be used to examine implementation levels for any given administration as well as to examine trends over time (i.e., within and across school years).

Identification of Specific Needs

The *Tier III Critical Components Checklist* can be used to identify which components of the problem-solving process are more versus less evident in permanent products derived from individual student problem-solving meetings. Considerations when identifying which components are being implemented at relatively high versus low levels include what training educators have received and how long implementation has been occurring. Given that educators must possess the necessary skills to implement takes time, key stakeholders will need to identify components of the process that require additional strategies to facilitate increased implementation versus allowing time for already existing plans (e.g., professional development to be delivered, pending procedure changes) to take effect. Barriers

to implementing the problem-solving process with integrity may include systemic issues such as school policies that are inconsistent with PS/RtI practices, lack of time for meetings so that teams can engage in the problem-solving process, lack of professional development dedicated to the skills required, among others. Given the multiple interacting variables that impact implementation, it is important to consider all aspects of the system that contribute to or impede implementation when developing plans to address barriers.

Reviewing permanent products tends to provide moderately reliable information on which implementation integrity can be examined. The extent to which schools maintain products from individual student problem-solving meetings in an organized manner may impact the accuracy of the information obtained. Furthermore, available resources may limit the extent to which product reviews can be conducted. Given this reality as well as the importance of using multiple sources of data to address evaluation questions, it is recommended that data from the *Tier III Critical Components Checklist* be compared with other data/information on integrity (other tools for examining implementation integrity are discussed elsewhere in this manual).

Data Dissemination to Stakeholders

It is important that implementation integrity data dissemination and examination among key stakeholders be included in a plan to scale-up PS/RtI practices. It is recommended that these key stakeholders be identified and data be shared with them as quickly and frequently as possible following times when the checklist tends to be completed. This time line allows stakeholders such as SBLT members to discuss implementation levels suggested from the data, develop or alter implementation goals, and design strategies (e.g., professional development, access technology resources, develop procedures) to facilitate increased levels of implementation. DBLT members may also want access to data from schools to plan for professional development and other types of support provided at the district level. Additionally, SBLT and DBLT members may find it helpful to have a coach or facilitator discuss the data with members participating in meetings to facilitate interpretation and problem-solve barriers to implementation.

To facilitate discussions about implementation issues, one helpful strategy is to provide educators with guiding questions. The use of guiding questions is designed to facilitate discussions about each school's implementation data, including potential strategies for increasing the use of PS/RtI practices. Listed below are examples of guiding questions used by the Florida PS/RtI Project to facilitate discussions regarding implementation integrity. These guiding questions were designed to facilitate discussions about each school's data, including current level of problem-solving implementation and consistency between permanent product review data and other implementation integrity measures (other data sources are discussed elsewhere in this manual). However, stakeholders can generate additional guiding questions to better meet the needs of their school.

- What are the patterns?
 - ♦ What patterns are evident among each of the individual items on the checklist and across all data sources?
 - ♦ What steps of the problem-solving process are occurring more frequently? Less frequently?
 - ♦ Are there any current indicators that show a zero or low level of implementation? Why?
 - Have these been targeted in the past?
 - Do barriers exist with consensus or infrastructure?
 - Other priorities?
 - Meetings not happening or focusing on implementation?
- How have you progressed in implementing the Problem-Solving Model with fidelity?
 - ♦ Looking across all fidelity measures (Tier I and I Critical Components Checklist, Tier III Critical Components Checklist, SAPSI, and Observations), what are the general levels of implementation? What are the general trends?
 - ♦ Do the data from the Critical Component Checklists and Observations support what is evident in the SAPSI items 22a-22i?
 - Are there discrepancies among the different sources of data with using the Problem-Solving model?
 - How might these discrepancies be interpreted?

School-Level Example of *Tier III Critical Components Checklist* Data

The following example demonstrates how key stakeholders may use data derived from the *Tier III Critical Components Checklist* to inform PS/RtI implementation. Data from the *Tier III Critical Components Checklist* are displayed graphically. Following the graph, background information on the school's initiative and an explanation of what is represented on the graph is provided. Finally, ways in which the data were used by the school to monitor progress and identify needs is discussed. Importantly, although the example occurs at the school-level, the concepts discussed can be generalized to other units of analysis (e.g., district-level, state-level).

Lightning Elementary: Tier III Critical Components Checklist Data

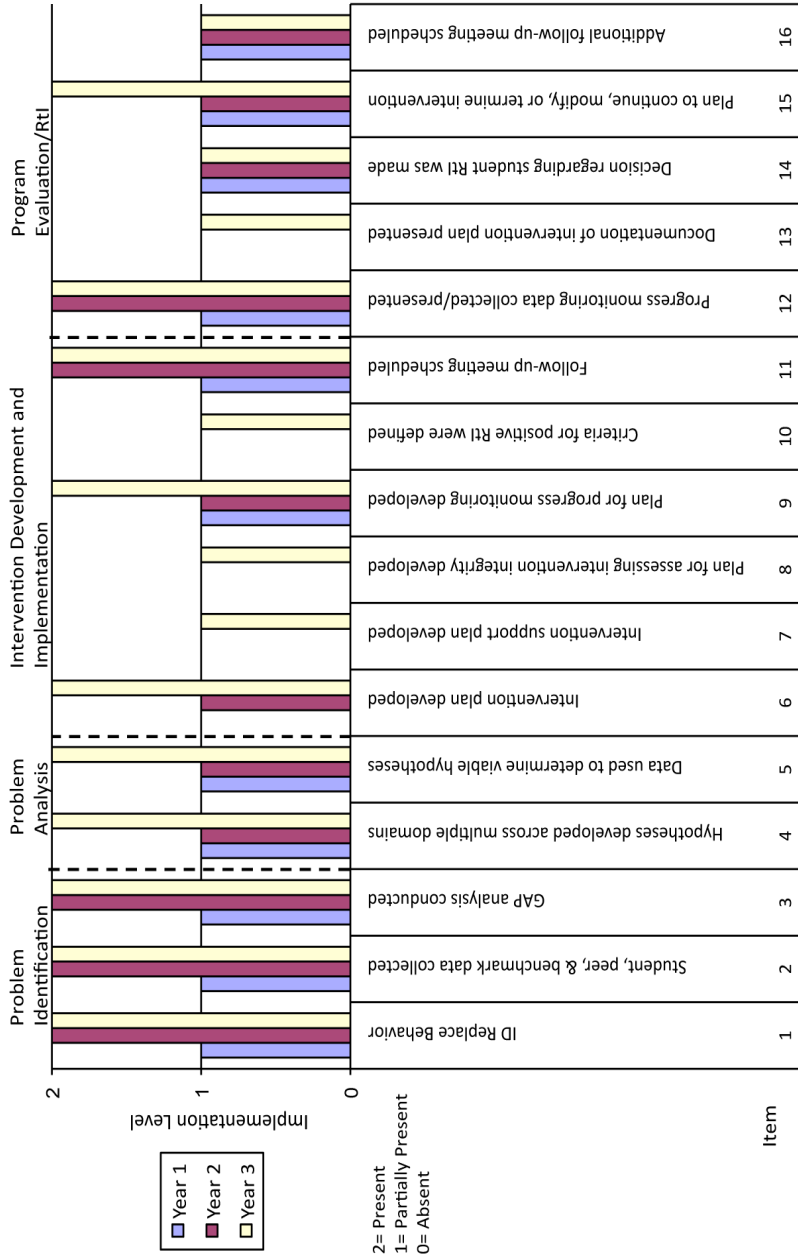


Figure 12. Lightning Elementary's Tier III Critical Components Checklist Data from across Year 1.

Context for the Data

Lightning Elementary has been implementing PS/RtI for the past three school years. Because of mandates requiring the use of PS/RtI practices when providing individualized interventions to students, the SBLT at Lightning Elementary decided to assess implementation of PS/RtI at the Tier III level to determine the extent to which the school was implementing the model during individual student problem-solving meetings. The PS/RtI Coach serving Lightning Elementary reviewed permanent products from a randomly selected set of student cases discussed by their problem solving team during the first year. Subsequent product reviews occurred during the second and third years of implementation. Permanent products were reviewed from five selected problem-solving team meetings for each of the three years. Figure 12 above contains checklist data from across the three years. Each bar represents the average score recorded for each item (*0 = Absent, 1 = Partially Present, 2 = Present*). The blue bar represents data from Year 1, the burgundy bar represents data from Year 2, and the tan bar represents data from Year 3.

Interpretation and use of the data

Examination of broad Tier III Critical Components Checklist domains. Following the first permanent product review, the PS/RtI Coach at Lightning Elementary graphed the *Tier III Critical Components Checklist* data for the SBLT to help identify components of the PS/RtI model that were being implemented versus potential targets for improvement. Immediately evident from the Year 1 data displayed in Figure 12 is that Lightning Elementary partially implemented some components of the PS/RtI model; however, many components were not evident in the permanent products. Specifically, evidence of implementation was partially present or present for all of the components of the Problem Identification and Problem Analysis steps. Conversely, little evidence of implementation of the Intervention Development and Implementation and Program Evaluation/RtI steps was evident. SBLT members and PS/RtI Coaches discussed the extent to which the data reflected what truly occurred (i.e., a question was asked about whether things occurred that were not captured in the permanent products) and came to consensus that the data appeared to be mostly accurate. Given this conclusion, SBLT members agreed that they had more success implementing the Problem Identification and Problem Analysis steps than the final two steps of the problem solving process. Although the educators implemented the first two steps with relatively higher levels of integrity, the SBLT and Coach agreed that they needed to address integrity with the entire process rather than focusing on a particular component. SBLT members discussed barriers to implementing the model and decided that they did not feel comfortable with problem solving. Therefore, an action plan was developed to have members of the SBLT practice problem solving with the PS/RtI Coach using a couple of cases that had been previously discussed. The team decided that additional practice might help them more fluently problem solve when meeting to discuss current student cases.

Identification of specific needs. The Fall data reflected in Figure 12 above suggested that implementation of all steps of the PS/RtI model needed to be addressed.

SBLT members agreed to implement the plan outlined above and meet again the following year to examine changes in implementation levels. See the *Monitoring Implementation Over Time* section below for a discussion regarding specific needs identified by Lightning Elementary following Year 3.

Monitoring of implementation using *Tier III Critical Components Checklist* data over time. The SBLT and PS/RtI Coach met at the end of the second and third years to determine what changes occurred in implementing components of the PS/RtI model applied to Tier III instruction/intervention. The data displayed in Figure 12 above were visually analyzed to evaluate any changes as well as to identify specific needs to be addressed. When examining the data, the SBLT noted an increase in identifying replacement behaviors (Item 1); collecting data on the student's performance, peer performance, and expected level of performance (Item 2); and conducting a gap analysis between the student's performance, peer performance, and expected level of performance (Item 3). The data for these items suggested that full implementation of the Problem Identification step was evident in the products derived from the meetings. The SBLT also noted increases that resulted in full implementation being evident for the following components: developing hypotheses across multiple domains (Item 4), using data to determine viable hypotheses (Item 5), developing complete intervention plans in areas for which data were available and hypotheses were verified (Item 6), agreeing upon progress monitoring data collection responsibilities (Item 9), scheduling follow-up meetings at the initial meeting (Item 11), collecting and graphically presenting progress monitoring data (Item 12), and making decisions to continue, modify, or terminate intervention plans (Item 15). These items represented some components of the Problem Analysis, Intervention Development and Implementation, and Program Evaluation/RtI steps but needs within each of these steps became evident.

Specifically, the SBLT identified potential needs in the areas of developing intervention support plans (Item 7); developing plans for assessing intervention integrity (Item 8), agreeing upon criteria for positive response to intervention prior to implementing the intervention (Item 10), documenting implementation of intervention plans (Item 13), making decisions regarding students' response to intervention (Item 14), and scheduling additional follow-up meetings to re-address students' progress (Item 16). After some discussion, the SBLT decided that a barrier to implementing many of the identified needs continued to relate to lack of proficiency with the data-based decision-making necessary to fully implement the model. Members discussed potential actions and developed a plan that included the PS/RtI Coach providing additional training to SBLT members at the beginning of the following school year targeting the data-based decisions they continued to struggle with according to the data (e.g., struggling to assess intervention integrity, agree upon criteria for student RtI, and make decisions regarding students' RtI). The SBLT also agreed to continue to collect *Tier III Critical Components Checklist* data during subsequent years of implementation to evaluate their progress and ensure that PS/RtI was being implemented with integrity at Lightning Elementary.

Tier III Critical Components Checklist Administration Summary

Tier III Critical Components Checklist Administration Summary 2009-10 School Year

This document is intended to provide you with a summary of the administration procedures for the *Tier III Critical Components Checklist* during the 2009-10 school year. Below you will find information on what levels of implementation the instrument assesses, the methods used to assess implementation, how and when to complete the checklists, procedures for completing inter-rater agreement checks, and dates the checklists are due to the Project. Please contact Jose Castillo (Castillo@coedu.usf.edu; 813-974-5507) with any questions or issues related to the completion of this checklist.

What is the purpose of this instrument?

- Assesses implementation of a PS/RtI model at the Tier III (i.e., individual student) level.
- Critical components of the problem solving process are used to determine how much of the process is being implemented and which components tend to relate to better student performance in schools

For which schools and students is this instrument completed?

- Completed for **pilot and comparison schools**
- **Students who were referred and discussed by the school's Problem-Solving Team** (i.e., Child Study Team, School-Based Intervention Team, Intervention Assistance Team, Student Success Team) are selected to complete this instrument.
- Students should be selected randomly by using the procedures specified for each school year
 - ♦ 2007-08
 - Obtain a list of students who have been discussed (**including dates they were discussed**) by the team during the 2007-08 school year from the person who coordinates the meetings (e.g., guidance counselor, guidance secretary, school psychologist)
 - If a list does not exist, find out where the files from those meetings are stored in the school and contact Jose & your Regional Coordinator to discuss how to modify the procedures below
 - If the a list does not exist and the files are not stored in a central location in the school, contact Jose & your Regional Coordinator to discuss how to modify the procedures below
 - If possible, order the list chronologically in terms of the order that initial meetings occurred
 - Randomly select 3 students from the list whose initial meeting occurred prior to Winter Break
 - Start by randomly pointing to one name on the list
 - Then select every 3rd, 5th, or 10th student on the list (the number you choose to skip between each student's name should be based on the number of students on the list) until 3 students whose initial meeting occurred before Winter Break have been selected
 - Repeat the random selection process described above to select 2 students whose initial meeting occurred from January-March (If 2 students were not discussed between January and March, you may select additional students randomly whose initial meeting occurred prior to Winter Break using the same procedures outlined above)
 - ♦ 2008-09
 - Obtain a list of students who have been discussed (**including dates they were discussed**) by the team during the 2008-09 school year from the person who coordinates the meetings (e.g., guidance counselor, guidance secretary, school psychologist)

- If a list does not exist, find out where the files from those meetings are stored in the school and contact Jose & your Regional Coordinator to discuss how to modify the procedures below
- If the a list does not exist and the files are not stored in a central location in the school, contact Jose & your Regional Coordinator to discuss how to modify the procedures below
- If possible, order the list chronologically in terms of the order that initial meetings occurred
- **Choose 1 of the student referrals on which you completed initial and follow-up observations at the school during the 2008-09 school year. THIS STUDENT MUST BE 1 OF THE 5 STUDENTS FOR WHICH YOU COMPLETE A TIER III CRITICAL COMPONENTS CHECKLIST.**
- Randomly select 2-3 students from the list whose initial meeting occurred prior to Winter Break using the same procedure outlined for the 2007-08 school year (whether you choose 2 or 3 will depend on whether the student you chose from the observations you completed during the 2008-09 school year had an initial meeting before or after Winter Break)
- Repeat the random selection process to select 1-2 students (whether you choose 1 or 2 will depend on whether the student you chose from the observations you completed during the 2008-09 school year had an initial meeting before or after Winter Break) whose initial meeting occurred from January-March (If 2 students were not discussed between January and March, you may select additional students randomly whose initial meeting occurred prior to Winter Break)
- ♦ 2009-10
 - The selection procedures for students are the exact same as the procedures outlined above for the 2008-09 school year
- For Project purposes, PS/RtI coaches should attempt to complete this instrument for only those students whose concerns included reading, math, or behavior performance in grades K-5. If a student is selected randomly who was not referred for concerns in one of those target areas or grade-levels then the student should not be selected. In these cases, the coach would continue selecting every 3rd, 5th, or 10th student until the specified number of randomly selected students is met that have referrals in reading, math, or behavior and fall within grades K-5.

What methods are used to complete this instrument?

- **Permanent product (i.e., documentation) review** is the primary method by which PS/RtI Coaches complete this checklist.
- Coaches collect documents from individual student problem solving meetings focusing on providing additional instruction/intervention. These documents should come from two sources, (1) the paperwork used to refer students to the individual student Problem Solving Team and (2) the paperwork used to record the processes and outcomes of the individual student Problem Solving Team meetings. Documentation can be in **both hard copy and electronic formats**.

How do I score this instrument?

- Each item is scored using a 3 point Likert-type scale:
 - ♦ 0 = Absent
 - ♦ 1 = Partially Present
 - ♦ 2 = Present

210 Tier III Critical Components Checklist — Supplements

- A **scoring rubric** accompanies this instrument that provides criteria for determining the degree to which each critical component of problem solving is evident in the documentation being reviewed. This rubric must be used to complete each checklist to ensure an acceptable level of standardization across scorers, districts, schools, etc. A copy of the rubric is provided in this manual.

When is this instrument completed?

- This checklist is completed on 5 student referrals during each school year
- Checklists are to be completed on 3 student referrals on which an initial meeting occurred before Winter Break and 2 student referrals on which an initial meeting occurred between January and March (see above for specifics on how these students are selected).
- Checklists will be completed for the **2007-08**, **2008-09**, and **2009-10** school years

How many of these checklists do I complete?

- Checklists should be completed on 5 student referrals per year.
- One checklist is completed per student referral regardless of how many meetings occurred during which the student was discussed. Regardless of whether the student was discussed once or multiple times, the paperwork on the student should be gathered and examined as a whole to determine the extent to which critical components of problem solving were present.

How do we conduct inter-rater agreement for this checklist?

- Inter-rater agreement scoring procedures need to be used for a sample of completed checklists from one pilot and comparison school per coach. Enclosed in this section of the binder is the list of pilot and comparison schools that you need to complete inter-rater agreement procedures on.
- Inter-rater agreement procedures should be completed on the student referral for which the earliest initial meeting (i.e., the first calendar date on which one of the selected student's initial meeting was held) and the second to last initial meeting was held (i.e., the second to last calendar date on which one of the selected student's initial meeting was held)
- Coaches or RCs identified as the inter-rater partner should score the same products used by the primary coach for a student referral independently using a separate checklist. Following independent scoring, coaches should use the *Tier III Inter-Rater Agreement Protocol* to record agreements and disagreements for each item and calculate the overall percentage of agreement.
- Coaches/RCs should then discuss any disagreements and attempt to come to consensus regarding how to score the item in the future when similar situations arise.
- The above inter-rater agreement procedures should be conducted for each of the **2007-08**, **2008-09**, and **2009-10** school years.

When are the checklists due to the Project?

- The checklists are due at two points throughout the school year
- **Due dates** for the checklists:
 - ♦ Checklists completed on student referrals occurring during the 2007-08 and 2008-09 school years are due **1/31/10**.
 - ♦ Checklists completed on student referrals occurring during the 2009-10 school year are due **7/31/10 or when the coaches' contract ends**.

Tier III Critical Components Checklist Scoring Rubric

Tier III Critical Components Checklist Scoring Rubric

1. Replacement behavior (i.e., target skill) was identified
 - 0 Absent = No target skill was provided or the information provided focused on the problem only (e.g., “the student has reading problems”, “the student is a non-reader”)
 - 1 Partially Present = The target skill was provided, but not in observable and measurable terms (e.g., “the student will comprehend better”, “the student will demonstrate better social skills”)
 - 2 Present = The target skill was provided in observable and measurable terms (e.g., “the student will read target grade-level passages with 90% accuracy”, “the student will answer 4 out of 5 comprehension questions correctly”)
2. Data were collected to determine the target student’s current level of performance, the expected level, and peer performance
 - 0 Absent = No data on the student’s current level of performance, the expected level, nor peer performance were evident **that directly assessed the identified target skill**
 - 1 Partially Present = Data on the student’s current level of performance, the expected level, or peer performance were evident **that directly assessed the identified target skill** (i.e., at least one of the three pieces of data were not evident)
 - 2 Present = Data on the student’s current level of performance, the expected level, and peer performance (must be representative of all peers) were evident **that directly assessed the identified target skill** (i.e., all three pieces of data were evident)
3. A gap analysis between the student’s current level of performance and the benchmark, and the peers’ current level of performance (or adequate representation of peer performance) and the benchmark was conducted
 - 0 Absent = No analysis was conducted to determine the gap between the student and the benchmark
 - 1 Partially Present = Data were used to calculate the gap between the student and the benchmark, but not the peers and the benchmark
 - 2 Present = Data were used to calculate the gap between the student and the benchmark, and the peers and the benchmark
4. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed
 - 0 Absent = Potential reasons (i.e., hypotheses) for the student not performing the target skill were **not** evident
 - 1 Partially Present = Potential reasons for the student not performing the target skill were developed, but the reasons do not span multiple hypotheses domains (e.g., curriculum hypotheses only)
 - 2 Present = Potential reasons for the student not performing the target skill were developed. The reasons provided span multiple hypotheses domains (e.g., learner and environment) or were derived from a functional analysis of behavior.

212 Tier III Critical Components Checklist — Supplements

5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks
 - 0 Absent = No data were available or identified for collection to be used to verify any of the hypotheses generated
 - 1 Partially Present = Data were available or identified for collection using RIOT (Review, Interview, Observe, Test) procedures but no evidence exists that any hypotheses were verified using the data
 - 2 Present = Data were used to verify at least some of the hypotheses generated for why the student was not attaining benchmarks
6. A complete intervention plan (i.e., who, what, when) was developed in areas for which data were available and hypotheses were verified
 - 0 Absent = The intervention plan developed cannot be linked to any verified hypotheses and does not include any specifics on who is responsible, what will be done with the student, and when it will be done
 - 1 Partially Present = The intervention plan includes components that link to verified hypotheses or includes at least **some** of the components of a comprehensive intervention plan (i.e., who is responsible, what will be done, and when it will occur)
 - 2 Present = The intervention plan includes components that link to verified hypotheses and includes **all** of the components of a comprehensive intervention plan (i.e., who is responsible, what will be done, and when it will occur)
7. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)
 - 0 Absent = No intervention support plan was documented
 - 1 Partially Present = An intervention support plan was developed, but either the personnel responsible for providing support, the actions that the individuals were to take, and the dates on which support was to be provided was not evident
 - 2 Present = An intervention support plan was documented that included the personnel responsible for providing support, the actions that the individuals were to take, and the dates on which support was to be provided
8. A plan for assessing intervention integrity (i.e., fidelity) was agreed upon
 - 0 Absent = No plan for assessing intervention integrity was documented
 - 1 Partially Present = A plan for assessing intervention integrity was developed, but one or more of the components of a comprehensive integrity assessment plan was missing (i.e., who was responsible, what specifically would be documented, and how frequently/when the documentation would occur)
 - 2 Present = A plan for assessing intervention integrity was developed that included all of the components of a comprehensive integrity assessment plan (i.e., who was responsible, what specifically would be documented, and how frequently/when the documentation would occur)

9. Frequency, focus, dates of progress monitoring, and responsibilities for collecting the data were agreed upon
 - 0 Absent = No plan for how progress monitoring data would be collected was evident
 - 1 Partially Present = A plan for collecting progress monitoring data was evident, but one or more of the main components of a plan for progress monitoring were missing (i.e., frequency and dates of progress monitoring, what data will be collected, or who will collect the data the was missing)
 - 2 Present = A plan for collecting progress monitoring data was evident that included all of the main components of a plan for progress monitoring (i.e., frequency and dates of progress monitoring, what data will be collected, and who will collect the data)
10. Criteria for positive response to intervention were agreed upon prior to implementing the intervention plan
 - 0 Absent = No agreed upon criteria for determining positive RtI were agreed upon before implementing the intervention plan and collecting progress monitoring data
 - 1 Partially Present = Quantifiable data defining improvement in the target skill needed for positive RtI was provided, but the data did not include a rate index
 - 2 Present = The rate at which improvement on the target skill is needed for the student's RtI to be considered positive was provided in measurable terms
11. A follow-up meeting was scheduled at the initial meeting
 - 0 Absent = No follow-up meeting was scheduled at the initial meeting
 - 1 Partially Present = Evidence of scheduling of a follow-up meeting at the initial meeting was present, but a specific date was not provided
 - 2 Present = A specific date for a follow-up meeting was scheduled at the initial meeting
12. Progress monitoring data were collected and presented graphically
 - 0 Absent = No progress monitoring data were collected
 - 1 Partially Present = Progress monitoring data were collected but the data were not presented graphically or did not match the target skill
 - 2 Present = Progress monitoring data were collected that match the target skill and that were presented graphically
13. Documentation of implementation of the intervention plan was presented
 - 0 Absent = No documentation of the extent to which the intervention plan was implemented as intended was evident
 - 1 Partially Present = Documentation of the extent to which the intervention plan was implemented as intended was evident but the data were not systematically collected (i.e., the documentation was not complete)
 - 2 Present = Documentation of the extent to which the intervention plan was implemented as intended was evident and the data were systematically collected (i.e., the documentation was complete)

14. A decision regarding good, questionable, or poor RtI was made
 - 0 Absent = No decision regarding the student's RtI was evident
 - 1 Partially Present = A decision regarding the student's RtI was evident (e.g., good, questionable, or poor) but the decision made was **not** defensible given the data presented
 - 2 Present = A decision regarding the student's RtI was evident (e.g., good, questionable, or poor) that was defensible given the data presented

15. A decision to continue, modify, or terminate the intervention plan was made
 - 0 Absent = No plan for continuing, modifying, or terminating the intervention plan was evident
 - 1 Partially Present = A plan for continuing, modifying, or terminating the intervention plan was evident, but it did not link directly to the student's RtI (e.g., a plan to end the intervention was made despite evidence from the progress monitoring data that it was working)
 - 2 Present = A plan for continuing, modifying, or terminating the intervention plan that is consistent with the student's RtI was made

16. An additional follow-up meeting was scheduled to re-address student progress at the follow-up meeting
 - 0 Absent = No additional follow-up meeting was scheduled to continue efforts to monitor the student's progress while at the follow-up meeting
 - 1 Partially Present = An additional follow-up meeting was discussed, but a specific date was not provided
 - 2 Present = A specific date for an additional follow-up meeting was scheduled

Blank Tier III Critical Components Checklist

Tier III Critical Components Checklist

School Name: _____ FL or District Student ID: _____

School Year: 2007-08 2008-09 2009-10

Date Initial Meeting Occurred: _____ Grade Level: _____

Area(s) of Concern (Check all that apply): Reading Math Behavior

Directions: For each selected student, please use the scale provided to indicate the extent to which each critical component of problem-solving is present in the Problem-Solving Team (i.e., Intervention Assistance Team, School-Based Intervention Team, Student Success Team, Child Study Team) paperwork. See the attached rubric for the criteria for determining the extent to which each critical component is present.

Component	0 = Absent 1 = Partially Present 2 = Present	Evidence/Comments
Problem Identification		
1. Replacement behavior (i.e., target skill) was identified	0 1 2	
2. Data were collected to determine the target student's current level of performance, the expected level, and peer performance	0 1 2	
3. A gap analysis between the student's current level of performance and the benchmark, and the peers' current level of performance (or adequate representation of peer performance) and the benchmark was conducted	0 1 2	
Problem Analysis		
4. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed	0 1 2	
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0 1 2	
Intervention Development and Implementation		
6. A complete intervention plan (i.e., who, what, when) was developed in areas for which data were available and hypotheses were verified	0 1 2	
7. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)	0 1 2	

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8. A plan for assessing intervention integrity (i.e., fidelity) was agreed upon	0	1	2	
9. Frequency, focus, dates of progress monitoring, and responsibilities for collecting the data were agreed upon	0	1	2	
10. Criteria for positive response to intervention were agreed upon prior to implementing the intervention plan	0	1	2	
11. A follow-up meeting was scheduled at the initial meeting	0	1	2	
Program Evaluation/RtI				
12. Progress monitoring data were collected and presented graphically	0	1	2	
13. Documentation of implementation of the intervention plan was presented	0	1	2	
14. A decision regarding good, questionable, or poor RtI was made	0	1	2	
15. A decision to continue, modify, or terminate the intervention plan was made	0	1	2	
16. An additional follow-up meeting was scheduled to re-address student progress at the follow-up meeting	0	1	2	

Additional Comments:

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