Problem Solving & Response to Intervention

Data-Based Decision Making: Academic and Behavioral Applications

Just Read RtI Institute
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Florida Problem-Solving/RtI Project
What is RtI?

RTI is the practice of (1) providing high quality instruction/intervention matched to student needs and, (2) using level of performance and learning rate over a time to (3) make important educational decisions to guide instruction.

National Association of State Directors of Special Education, 2005
Core Principles of RtI

- Frequent data collection on student performance
- Early identification of students at risk
- Early intervention (K-3)
- Multi-tiered model of service delivery
- Research-based, scientifically validated instruction/interventions
- Ongoing progress monitoring - interventions evaluated and modified
- Data-based decision making - all decisions made with data
Tier I: Core Curriculum
All students

Tier II: Strategic Interventions
(Some Students)
Students who need more support in addition to the core curriculum

Tier III: Comprehensive and Intensive Interventions
(Few Students)
Students who need Individualized Interventions

Tier I: Universal Interventions
All students; all settings

Tier II: Targeted Group Interventions
(Some Students)
Students who need more support in addition to school-wide positive behavior program

Tier III: Intensive Interventions
(Few Students)
Students who need Individual Intervention

Three Tiered Model of School Supports:
Example of an Infrastructure Resource Inventory
How Does it Fit Together?
Standard Treatment Protocol

Step 1
All Students at a grade level
ODRs Monthly Bx Screening
Behavior Academics
Annual Testing

1. Intensive
2. Supplemental
3. Core
   - 1-5%
   - 5-10%
   - 80-90%

Step 2
Addl. Diagnostic Assessment
Individual Diagnostic
Individualized Intensive
Small Group Differentiated By Skill

Step 3
Instruction
Continue With Core Instruction

Step 4
Results Monitoring

- None
- Grades
- Classroom Assessments
  Yearly Assessments

Problem Solving & Response to Intervention
Data-Based Decision Making: Critical Issues

- Accurate Problem Identification
- Selection of Appropriate Data
- Accurate Data Collection
- Graphic Display
- Consistent Decision Rules
- Data for Intervention Documentation
Levels of Data Collection

School Wide
Tier 1

Class Wide
Tier 1

Individual Students
Tier 2 and/or Tier 3
Accurate Problem Identification

• Use of desired “Replacement Behaviors”
  – Academic
    • State Approved Grade-Level Benchmarks
      – E.g., words correct per minute, % comprehension, content on common assessments (high school), math problems correct
  – Behavior
    • Prosocial behaviors that promote academic performance
      – E.g., % points, % work completed, requesting assistance, per student rate of specific office discipline referrals
Accurate Problem Identification

• Data Necessary for Problem-Solving/RtI
  – **Current level of performance**
    • Academic
      – 47 words correct/minute
    • Behavior
      – 50% of work completed
  – **Desired level of performance (benchmark/goal)**
    • Academic
      – 75 words correct/minute
    • Behavior
      – 75% of work completed
  – **Peer level of performance (by demographic)**
    • Academic
      – 75 words correct/minute
    • Behavior
      – 80% work completed
  – **Gap levels**
Selection of Appropriate Data

- Directly related to academic or behavior goal
  - Benchmark data related to grade level standards
  - Discipline referrals related to academic engaged time
- Easily measured
- Collected frequently
- Sensitive to small changes in behavior
Graphic Display

- Current Level of Performance
- Desired Level of Performance
- Aim Line-Desired Rate of Improvement
- Trend Line-Actual Rate of Improvement
- Time to Goal
Rita- Tier 2

Tier 2: Strategic - PALS

Words Correct Per Min

Trendline = 1.85 words/week

Aimline = 1.50 words/week
Decision Rules: What is a “Good” Response to Intervention?

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

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

- **Poor Response**
  - Gap continues to widen with no change in rate.
Positive Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Decision Rules: What is a “Questionable” Response to Intervention?

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

• **Questionable Response**
  – Rate at which gap is widening slows considerably, but gap is still widening
  – Gap stops widening but closure does not occur

• **Poor Response**
  – Gap continues to widen with no change in rate.
Questionable Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Decision Rules: What is a “Poor” Response to Intervention?

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

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

- **Poor Response**
  - Gap continues to widen with no change in rate.
Poor Response to Intervention

Performance vs. Time

Expected Trajectory

Observed Trajectory
Response to Intervention

- Expected Trajectory
- Observed Trajectory
- Positive
- Questionable
- Poor

Performance vs. Time
Decision Rules: Linking RtI to Intervention Decisions

• **Positive**
  • Continue intervention with current goal
  • Continue intervention with goal increased
  • Fade intervention to determine if student(s) have acquired functional independence.
Decision Rules: Linking RtI to Intervention Decisions

• **Questionable**
  – Was intervention implemented as intended?
    • If no - employ strategies to increase implementation integrity
    • If yes -
      – Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.
Decision Rules: Linking RtI to Intervention Decisions

• **Poor**

  – Was intervention implemented as intended?
    • If no - employ strategies in increase implementation integrity
    • If yes -
      – Is intervention aligned with the verified hypothesis? (Intervention Design)
      – Are there other hypotheses to consider? (Problem Analysis)
      – Was the problem identified correctly? (Problem Identification)
Sources of Data: Tier 1 Academic

- FCAT: % Proficient
- Universal Screening
- Benchmark
- District-Wide Assessments
- Common Assessments
## School Status Report

**District:** Your District  
**School:** Your School  
**Class:** All  
**Grade:** All  
**Probe:** All  
**Student:** All  
**Assessment:** 2  
**School Year:** 2006-2007  
**Date/Time:** 1/31/2007 12:25 PM

### Kindergarten

<table>
<thead>
<tr>
<th>Grade Summary</th>
<th>Instructional Level</th>
<th>Letter Naming Fluency</th>
<th>Initial Sound Fluency</th>
<th>Phoneme Segmentation Fluency</th>
<th>Nonsense Word Fluency</th>
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</thead>
<tbody>
<tr>
<td>76</td>
<td>14 38 47</td>
<td>16 71</td>
<td>25 42 33</td>
<td>41 54</td>
<td>29 16 55</td>
</tr>
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</table>

### 1st Grade

<table>
<thead>
<tr>
<th>Grade Summary</th>
<th>Instructional Level</th>
<th>Phoneme Segmentation Fluency</th>
<th>Nonsense Word Fluency</th>
<th>Oral Reading Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>33 17 50</td>
<td>88</td>
<td>33 28 40</td>
<td>21 26 53</td>
</tr>
</tbody>
</table>

| A, Teacher    | 21 33 62            | 14 86                         | 29 24 48              | 29 62                 |
| B, Teacher    | 19 37 16 47         | 16 74                         | 37 32 32              | 37 16 47              |
| C, Teacher    | 20 25 15 60         | 100                           | 20 30 50              | 30 60                 |
| D, Teacher    | 20 30 25 45         | 90                            | 45 30 25              | 15 25 60              |
| E, Teacher    | 21 38 24 38         | 90                            | 33 24 43              | 14 48 38              |

### 2nd Grade

<table>
<thead>
<tr>
<th>Grade Summary</th>
<th>Instructional Level</th>
<th>Nonsense Word Fluency</th>
<th>Oral Reading Fluency</th>
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</thead>
<tbody>
<tr>
<td>93</td>
<td>34 16 49</td>
<td>20 73</td>
<td>34 16 49</td>
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</tbody>
</table>

### 3rd Grade

<table>
<thead>
<tr>
<th>Grade Summary</th>
<th>Instructional Level</th>
<th>Oral Reading Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>24 35 41</td>
<td>24 35 41</td>
</tr>
</tbody>
</table>
### Class Recommended Level of Instruction Report

<table>
<thead>
<tr>
<th>Class List</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student B</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student C</td>
<td>No Level</td>
<td>No Level</td>
<td>Intensive</td>
<td>Intensive</td>
</tr>
<tr>
<td>Student D</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Strategic</td>
</tr>
<tr>
<td>Student E</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student F</td>
<td>Strategic *</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student G</td>
<td>Initial</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student H</td>
<td>Initial</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student I</td>
<td>Initial</td>
<td>Initial</td>
<td>Removed</td>
<td>Removed</td>
</tr>
<tr>
<td>Student J</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student K</td>
<td>Initial</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student L</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Initial</td>
</tr>
<tr>
<td>Student M</td>
<td>Initial *</td>
<td>Initial *</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student N</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student O</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student P</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student Q</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Initial</td>
</tr>
<tr>
<td>Student R</td>
<td>Intensive</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Intensive</td>
</tr>
<tr>
<td>Student S</td>
<td>Intensive</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Intensive</td>
</tr>
</tbody>
</table>

* Score was not achieved in this class. Student is not represented in pie graph.
Tier 1 Data Example

Letter Naming Fluency Risk Level Overview

- %LR
- %MR
- %HR

Unit of Analysis

- Total Kindergarten
- Classroom 19
- Classroom 13
- Classroom 21
- Classroom 22
- Classroom 14
Possible Sources of Data: Tier 1 Behavior

Progress Monitoring
• Benchmarks of Quality (BoQ)
• School-wide Evaluation Tool (SET)
• Office Discipline Referrals (ODRs)
  – Per Day/Per Month
  – Location
  – Time
  – Grade level
  – Student, Staff
  – Problem Behavior

• Attendance
• ESE referrals
• OSS/ISS
• Classroom walk-through assessments (formal, informal)
Possible Sources of Data: Tier 1 Behavior

Screenings for Tier 2

- Systematic Screening for Behavior Disorders (SSBD)
- Achenbach System of Empirically Based Assessment (ASEBA)
- Attendance
- ODRs
- ISS/OSS
- Teacher Nomination
Office Discipline Referrals

Number of Office Referrals

Student
Tier 1 Behavior Decision Points

**Tier 1 School-wide or Universal/Core**

- **If** score on Benchmarks of Quality (BOQ) is less than 70, **then** revisit SWPBS or look at Classroom
- **If** our discipline date indicate an increase in ODR/ISS/OSS, **then** revisit SWPBS
- **If** score on Benchmarks of Quality (BOQ) is greater than 70, and data show a increasing trend in ODR/ISS/OSS, **then** revisit SWPBS or look at Classroom
- **If** score on Benchmarks of Quality (BOQ) is greater than 70 and data show a decreasing trend in ODR/ISS/OSS, **then** look at data to determine if need training at Targeted Group and/or Individual level PBS
Possible Sources of Data: Tier 1/2 Behavior

Identification & Progress Monitoring, Classroom Level

• Classroom Assessment Tool
• Informal “walk-throughs”
• Formal observations of classroom
Tier 1/2 Behavior Decision Points

Tier 1/2 Classroom Support

- **If** most of ODRs (over 50%) are coming from many classrooms, **then** revisit SWPBS application in all classrooms
- **If** a few classrooms are responsible for the majority of ODRs, **then** look at Classroom PBS using the *Classroom Consultation Guide*
- **If** score on Benchmarks of Quality (BOQ) is less than 70, **then** revisit SWPBS or look at Classroom PBS using the *Classroom Consultation Guide*
- **If** our discipline data indicate an increase in ODR/ISS/OSS and most of the referrals are coming from many classrooms, **then** revisit SWPBS application in all classrooms
- **If** a classroom has received support, the interventions were done with fidelity and the behavior of the student has not improved, **then** consider Tier 2 supports for the student
Decision Model at Tier 1 - General Education Instruction

- Step 1: Screening
  - ORF = 62 wcpm, end of second grade benchmark for at risk is 70 wcpm (see bottom of box)
  - Compared to other students, Elsie scores around the 12th percentile + or -
  - Elsie’s teacher reports that she struggles with multisyllabic words and that she makes many decoding errors when she reads
  - Is this student at risk?

- This Student is at Risk, General Education Not Working

- No
- Yes

Elsie

Move to Tier 2: Strategic Interventions
Sources of Data: Tier 2 Academic

- Benchmark Data
- Progress Monitoring Data
- Small Group and/or Individual Student
Questionable RtI
Elsie Tier 2 (Results 2)
End of Grade 2 and Grade 3

Tier 2: Supplemental -

Words Correct Per

Trendline = 1.07 words/week

Aimline = 1.62 words per week

Note: Third Grade Mgmt.
Materials used at end of
Second grade and through
Third grade

School Weeks
Good RtI
Possible Sources of Data: Tier 2 Behavior

**Identification, Student Level**
- Teacher Nomination process
- Normed behavior rating scales (SSBD, ASEBA)
- ODRs/Discipline data
  - By student
- Requests for assistance
- Achievement data
- **Progress Monitoring, Student Level**
- Behavior Report Cards/Teacher rating scales
- Frequency counts (teacher, student)
Daily Progress Report

Name: _____________________________  Date: ____________

Rating Scale: 3=Good day  2= Mixed day  1=Will try harder tomorrow

GOALS:

<table>
<thead>
<tr>
<th>HR</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>L</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BE RESPECTFUL
List Behavior:

BE RESPONSIBLE
List Behavior:

BE PREPARED
List Behavior:

Teacher Comments: I really like how…

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Parent Signature(s) and Comments: _______________________________________________
Targeted Student Monitoring

Juan

Percentage Of Points

Date

9/1 9/2 9/3 9/4 9/5 9/6 9/7
Tier 2 Behavior Decision Points

Tier 2 Targeted Group Support/Supplemental

- **If** a student is identified as needing Tier 2 supports but has not had contact with SWPBS (i.e. teaching, rewarding), **then** either revisit SWPBS and/or receive Classroom PBS.

- **If** a student is identified as needing Tier 2 supports and has had contact with SWPBS (i.e. teaching, rewarding), **then** identify appropriate Tier 2 supports.

- **If** a student receiving Tier 2 supports is consistently reaching his/her goals, **then** decide to either maintain/begin to fade Tier 2 or move back to Tier 1 supports.

- **If** a student in Tier 2 supports is consistently not reaching their goals, **then** need to first make sure the student was receiving the support with fidelity or adapt the Tier 2 supports to be more effective.

- **If** a student in Tier 2 supports is consistently not reaching their goals and Tier 2 support was delivered with fidelity, **then** need to either decide to try another Tier 2 support, have a teacher consultation or move to Tier 3. You may also want to initiate the FBA/BIP process.
Sources of Data: Tier 3 Academic

- Benchmark Data
- Progress Monitoring Data
- Universal Screening
- Diagnostic Assessments
- Few Students and/or Individual Student
Steven

Tier 2: Strategic - PALS

Tier 3: Intensive - 1:1 instruction, 5x/week, Problem-solving Model to Target Key Decoding Strategies, Comprehension Strategies

Aimline = 1.50 words/week
Trendline = 0.23 words/week
Decision Model at Tier 3-
Intensive Intervention & Instruction

- Step 3: Is student responsive to intervention at Tier 3?
  - ORF = 45 wcpm, winter benchmark (still 4 weeks away) for some risk = 52 wcpm
  - Target rate of gain over Tier 2 assessment is 1.5 words/week
  - Actual attained rate of gain was 2.32 words/week
  - At or above comprehension benchmarks in 4 of 5 areas
  - Student on target to attain benchmark
  - Step 3: Is student responsive to intervention?
  - Move student back to Strategic intervention

Continue monitoring or return to Tier 2

Steven

Yes

No

Move to Sp Ed Eligibility Determination
Bart

Tier 2: Strategic - PALS

Tier 3: Intensive - 1:1 instruction, 5x/week, Problem-solving Model to Target Key Decoding Strategies, Comprehension Strategies

Aimline = 1.50 words/week

Trendline = 0.95 words/week

School Weeks

Words Correct Per Min
Possible Sources of Data: Tier 3 Behavior

Identification

• Continued use of Tier 2 sources
• Teacher, parent interviews
• Psychoeducational evaluations
• Clinical interviews
• Formal observations
• Fidelity, social validity measures
Possible Sources of Data: Tier 3 Behavior

Progress Monitoring

• ODRs
• Teacher rankings and ratings of students
• (SSBD, TRF, etc.)
• Behavior Rating Scale
• Formal observations
• Intervention Fidelity Measures
  – SSET
  – PTR Fidelity Measure
# Sample Excel Form for Tier 3 Behavior Rating Scale

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Date</th>
<th>12/8/08</th>
<th>12/9/08</th>
<th>12/30/08</th>
<th>1/3/08</th>
<th>1/4/08</th>
<th>1/5/08</th>
<th>1/6/08</th>
<th>1/7/08</th>
<th>1/8/08</th>
<th>1/11/08</th>
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<tbody>
<tr>
<td>Hitting</td>
<td>8 or more</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td></td>
<td>6-7 times</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2-3 times</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
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<td>0-1 times</td>
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<td>1</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Profanity</td>
<td>16 or more</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Tier 3 Decision Points

Tier 3 Individual Student Support/Intensive

- If a student is identified as needing Tier 3 supports but has not had contact with Tier 2, then revisit Tier 2 supports.
- If a student is identified as needing Tier 3 supports and has had contact with Tier 2, then identify Tier 3 supports and decide if need to maintain Tier 2 supports.
- If a student receiving Tier 3 supports is consistently reaching their goals, then decide to either maintain/begin to fade Tier 3 or move back to Tier 2 supports.
- If a student in Tier 3 supports is consistently not reaching their goals, then first make sure the student was receiving the support with fidelity.
- If a student receiving Tier 3 supports is consistently not reaching his/her goals and had access to it with fidelity, then need to evaluate the functional assessment and behavior intervention plan for appropriateness and accuracy.
Intervention Support

- Intervention plans should be developed based on student need and skills of staff
- All intervention plans should have intervention support
- Principals should ensure that intervention plans have intervention support
- Teachers should not be expected to implement plans for which there is no support
Critical Components of Intervention Support

• Support for Intervention Integrity

• Documentation of Intervention Implementation

• Intervention and Eligibility decisions and outcomes cannot be supported in an RtI model without these two critical components
Intervention Support

- Pre-meeting
  - Review data
  - Review steps to intervention
  - Determine logistics

- First 2 weeks
  - 2-3 meetings/week
  - Review data
  - Review steps to intervention
  - Revise, if necessary
Intervention Support

• Second Two Weeks
  – Meet twice each week

• Following weeks
  – Meet at least weekly
  – Review data
  – Review steps
  – Discuss Revisions

• Approaching benchmark
  – Review data
  – Schedule for intervention fading
  – Review data
## Intervention Documentation Worksheet

### Legend

<table>
<thead>
<tr>
<th>T</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time (# of minutes)</td>
<td>Program</td>
<td>Focus</td>
</tr>
</tbody>
</table>

- **T** = Time (# of minutes)
- **P** = Program
- **F** = Focus

### Focus

- **L** = Language
- **PA** = Phonemic Awareness
- **P** = Phonics
- **F** = Fluency
- **V** = Vocabulary
- **C** = Comprehension
- **MC** = Math Computations
- **MA** = Math Applications
- **B** = Behavior

### Programming

(Create your own key. For example, W = Wilson Fundations, SST = Social Skills Training, CCC = Cover/Copy/Compare)

- __________________
- __________________
- __________________
- __________________
- __________________
- __________________
Intervention Integrity Decisions

- Evidence based intervention linked to verified hypothesis planned

- Evidence based intervention implemented

- Student Outcomes (SO) Assessed

- Treatment Integrity (TI) Assessed

--- Data-based Decisions

- +SO +TI: Continue Intervention
- -SO -TI: Implement strategies to promote treatment integrity
- -SO +TI: Modify/change Intervention
- +SO -TI: Modify/change Intervention

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Contact Information and Resources

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• OSEP Center on PBIS:
  • Website: http://www.pbis.org

• FL PS/RtI Project:
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