



TOOLKIT FOR BEHAVIOR PROBLEM-SOLVING TEAMS

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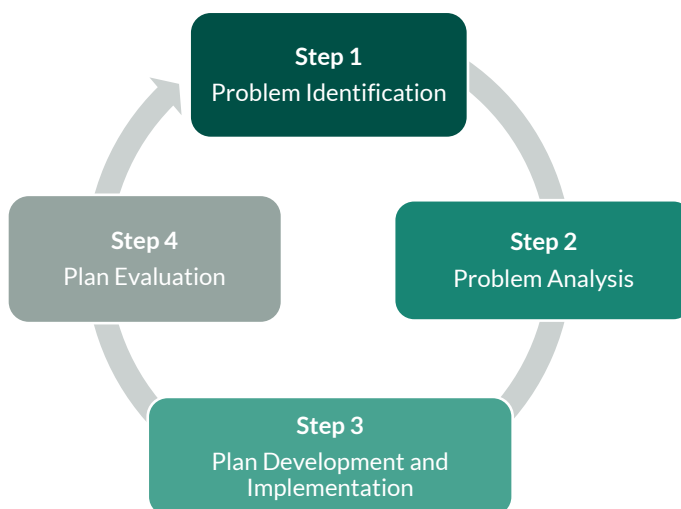
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INTRODUCTION

Behavior problem-solving teams focus on addressing specific behavioral challenges and creating appropriate interventions for students. To effectively understand students' behavior, educators must recognize that all behavior has a function.¹ In many instances, a given behavior allows students to obtain something they want or avoid something they do not want. The same behavior can also have different functions for different students.

To support member districts in increasing the effectiveness of its school-based problem-solving teams, the following toolkit examines strategies and resources for the four core steps of the behavior problem-solving process displayed below. Each toolkit section examines best practices related to that stage and provides checklists, templates, and other resources for team members to use when completing the problem-solving process.

The Effective Problem-Solving Cycle Process



Source: Marin County Office of Education²

Before examining these four steps, it is important to understanding the following principles of student behavior and best practices to manage it, as identified in empirical research:³

- Behavior is learned and, therefore, can be unlearned.
- Each student is unique and, therefore, requires an individualized approach based on the purpose or function of their behavior.
- Teachers and school-based teams need to understand the function of behavior in order to select appropriate teaching strategies.
- Data collection is the basis for initial decision making as well as for continuously monitoring programming related to behavior management.
- Teachers and school-based teams can enhance their competency and capacity for meeting the learning needs of students that need assistance with behaviors by working through a process that consists of:
 - Understanding and observing behaviors;
 - Implementing positive behavior supports; and
 - Matching appropriate teaching strategies to student needs.

STEP 1: IDENTIFY THE PROBLEM

The first step for problem-solving teams in supporting student behavior is to identify the problem and develop a hypothesis for the underlying issue leading to this behavioral problem. Without this step, team members are more likely to reach hasty and incomplete conclusions, which do not lead to effective solutions and interventions. During this critical first step of the problem-solving process, the team should consider the following guiding questions:⁴

Guiding Questions When Identifying the Problem

- Did the team consider perspectives other than the initial presentation of the student concern?
- Did the team operationalize the problem by focusing on behaviors and skills that are observable and measurable?

In creating a hypothesis regarding the root cause of a behavioral issue, members of the problem-solving team may consider a variety of elements within the learning environment that impact perceived or actual student behavior, including:



While student behavioral concerns may also be attributed to other factors outside of the classroom, research highlights the **importance of identifying the areas within the school's control when forming a hypothesis**. For example, the Wisconsin Department of Public Instruction notes that hypotheses that rely on student or family deficits such as “the student lives in poverty” or “the student has an incarcerated parent” are not alterable and within the school's control.⁵ While school staff may provide additional supports to students impacted by trauma through counseling, the team's hypothesis and eventual intervention should focus on the elements of the child's school environment that can be changed.

As a team discusses the behavior problem, its members must use precise language to ensure that specific and accurate next steps to support students can be carried out in later steps of the problem-solving process.⁶ Problem-solving teams that are precise with language engage in the following:⁷

- Operationalize the target problem by identifying behaviors and skills that are **observable and measurable**.
- Describe behaviors in **objective and observable terms**, so they can more easily identify when bias is influencing the identification of the target problem.
- **Avoid descriptors such as defiant, disruptive, low-performing, or off-task**; these are not operationalized because they are subject to a range of personal interpretations by team members.

The use of objective and measurable terms when identifying the problem behavior also helps to reduce subjectivity across teachers and other school staff who interact with the student; it is also helpful in supporting the intervention process and the analysis of data in later stages to ensure student progress. The figure on the following page offers a sample of precise and non-precise language detailing behavioral incidences, providing an example of how observable and measurable problems allow the team to better identify the issue and begin the problem-solving process.

IDENTIFY THE PROBLEM

Examples of Operationalized Behavior Statements

EXAMPLES OF PRECISE LANGUAGE	EXAMPLES OF NON-PRECISE LANGUAGE
<ul style="list-style-type: none">▪ Student A is hitting others in the cafeteria during lunch at least five times a week, and Student A's hitting is maintained by peer attention.▪ Three students in this grade are name calling and touching girls inappropriately during recess. This is occurring at least 5 times a week.▪ In a 30-minute Math class period, Student A gets out of their seat without prompting 10 times. Each time Student A gets out of their seat, they go and sit next to Student B and start talking.	<ul style="list-style-type: none">▪ Too many referrals▪ September has more suspensions than last year▪ Gang behavior is increasing▪ The cafeteria is out of control▪ Student disrespect is out of control▪ Student A distracts other students▪ The teacher picks on only boys in the classroom.▪ Math seems to be hard for all the girls in 6th grade▪ The 2nd grade students are always disruptive▪ That cohort has a lot of emotional behavior problems

Source: Marin County Office of Education⁸

Examining Bias

Team members must consistently reflect on their possible biases when identifying problems.⁹ For example, if team members hold an implicit bias that African American boys are violent, then a concern about an African American student being disruptive is more likely to identify the student as the problem rather than classroom instruction, management, and/or curriculum.

To interrupt bias and establish a clear problem in this first problem-solving step, teams should:¹⁰

- **Consider other perspectives** by seeking out comprehensive information about the learning environment instead of only considering information about the student's skills and/or behavior.
- **Obtain a comprehensive view** of the problem by gathering information about instruction, classroom management, curriculum/tasks, and the performance of other students in the class.
- Use the data gathered to identify **whether the student is significantly different from peers** or if there are other students who are exhibiting the same problem behavior.
- Derive accurate **conclusions based on the data**. For example, if other students are experiencing the same problem behaviors, then the problem is less likely to lie with the specific student. Instead, the problem more likely lies with the overall instruction, curriculum, and/or management and thus would, for example, warrant a group or class-wide behavior intervention approach.

These questions and processes ensure that team members avoid confirmatory bias, which is "the tendency of an evaluator to agree with the preliminary hypothesis... despite the lack of substantial evidence to support these findings."¹¹ Students who are members of historically underrepresented groups are especially impacted by confirmatory bias because teams often do not recognize the nature of the biases that brought the concern to the problem-solving team.¹² As a result, the team includes this bias in the problem-solving process and are therefore less likely to consider other perspectives on the behavior problem.

Discussion Strategies

The following pages contain sample tools that may be used to gather data on classroom management and instruction and confirm a strong hypothesis for moving forward in the problem-solving process.

IDENTIFY THE PROBLEM



IDENTIFY THE PROBLEM: INTERVIEW QUESTIONS

Directions: Use the sample questions below and consider the other data points to inform the first step of identifying a clear problem in the behavior problem cycle process.

INTERVIEW QUESTIONS	RESPONSE
CLASSROOM MANAGEMENT	
Describe the classroom management plan.	
How do the students in the class respond to the management plan?	
How does this student's behavior compare to other students in the class? Note: It is important to make appropriate peer comparisons. Try to identify peers who are similar to the target student (e.g., race, ethnicity, gender, language proficiency, academic skills).	
How does the target student respond to the management plan?	
How might the management plan contribute to the problem? How can the plan be modified to better meet the needs of the student?	
CURRICULUM AND INSTRUCTION	
What instructional strategies are used to teach [Insert Subject Area]?	
How do the students in the class respond to these instructional strategies?	
How does the target student respond to the instruction?	
How does this student's academic performance compare to other students in the class? Try to identify peers who are similar to the target student.	
How might the instruction or curriculum contribute to the problem?	
How can the instruction or curriculum be modified to better meet the needs of the student?	

Source: Wisconsin Department of Public Instruction¹³

IDENTIFY THE PROBLEM



IDENTIFY THE PROBLEM: HYPOTHESIS FORMATION

Directions: Use the checklist below to develop a strong initial hypothesis before moving to the next stage of the problem-solving process.

Initial Hypothesis:

QUESTION	CHECKLIST	NOTES
Is the hypothesis a factor directly linked to the problem?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is the hypothesis based on the learning ecology (i.e., problem with instruction, classroom/behavior management, tasks/assignments, student skills, and/or teacher skills)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is the hypothesis based on a student and/or family deficit?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>If yes, how can it be reformulated?</i>
Is the hypothesis a factor we can change (i.e., within control of educators)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is the hypothesis an important and relevant data point, but unalterable?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>If yes, what other supports does the student need?</i>
Is the hypothesis observable and/or measurable?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Source: Wisconsin Department of Public Instruction¹⁴

Revised Hypothesis:

STEP 2: ANALYZE DATA RELATED TO THE PROBLEM

In this second step of the problem-solving model, team members gather and analyze data to complete a cycle of continuous improvement and confirm if the original hypothesis is correct. During this second step of the problem-solving process, the problem-solving team should consider the following guiding questions:¹⁵

Guiding Questions When Analyzing the Problem

- Did the team consider all relevant data from a variety of sources to verify the behavior problem and confirm the hypothesis?
- Did the team identify common themes to verify the behavior problem and confirm the hypothesis?

Data Collection

To begin the data collection process, team members should consider what types of information are needed to understand why the problem is occurring and what needs to be changed. School-based staff should determine if relevant information already exists or if new data should be collected. Teams may analyze data from a variety of different sources when considering the origins of and solutions to a behavior problem, including the following:



Source: Florida Department of Education¹⁶

Similarly, the Wisconsin Department of Public Instruction outlines the RIOT/ICEL matrix as a tool to ensure problem-solving teams are collecting a variety of data types from multiple sources.

RIOT	ICEL
<ul style="list-style-type: none"> ▪ Review any type of existing data, such as work products, cumulative files, test data ▪ Interview parents, teachers, students ▪ Observe different environments that the student is in (e.g., classroom, recess) ▪ Administer tests, including curriculum-based measures 	<ul style="list-style-type: none"> ▪ Instruction: how the teacher teaches the content ▪ Curriculum: the curriculum and tasks students complete ▪ Environment: settings that can impact student learning ▪ Learner: the characteristics and traits of the student

Source: Wisconsin Department of Public Instruction¹⁷

ANALYZE DATA RELATED TO THE PROBLEM

The purpose of this step is to support decision-making related to an intervention, and the collection of a variety of data types and sources allows the team to have a better understanding of all available data when drafting the progress-monitoring goals for an intervention plan. Further, the collection of baseline data in this step supports the continuous improvement cycle when team members graph student data over time in the progress-monitoring stage.

Equitable Data Analysis

After teams gather multidimensional data, they interpret the data to verify the behavior problem and confirm a hypothesis as to why the problem is occurring. To avoid bias in this step, teams must make sure they do the following:¹⁸

- Use the **actual data** collected and not rely on stereotypes, prejudices, or bias;
- **Weigh** all the data collected;
- **Interpret** how the data communicates what the student can do; and
- Seek **common themes** across multiple types of data.

By focusing on the actual data, as opposed to stereotypes or assumptions based on bias, the team will build a more comprehensive picture of the student's abilities or instances in which the student may not have received appropriate instruction or support in the past. In general, though, teams must be mindful to consider student data with a strengths-based approach. Instead of focusing on what the student does not know or an external circumstance outside of the school's control, the team should highlight what the student can do and what strengths they can continue to develop.

The following pages highlight two data collection tools: the first includes sample reflection questions for the team during the analysis phase, and the second guides a discussion of data interpretation.

ANALYZE DATA RELATED TO THE PROBLEM



ANALYZE THE PROBLEM: SAMPLE REFLECTION QUESTIONS CHECKLIST

Directions: Use the sample questions below to reflect on the second step of data analysis during the behavior problem-solving process.

QUESTION	CHECKLIST	NOTES
Did we weigh all the data equally? If not, what data did we not fully consider and why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Did the data tell us what the student can do?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Did the data include student strengths?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Did the data converge to confirm the problem? If not, why not?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do we need to gather more data?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do we need to revise our hypothesis based on the data?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Did the data converge to confirm why the problem is occurring?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Did the data identify the discrepancy between observed and desired performance and a reason why the problem is occurring?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Source: Wisconsin Department of Public Instruction¹⁹



ANALYZE THE PROBLEM: DATA ANALYSIS GUIDE

Directions: The team can use the guide below to help deepen data analysis during the second step of the behavior problem-solving cycle. An example response is given for each question to highlight specificity in language during the data analysis discussion.

What does each piece of data specifically tell us about the student? Be sure to operationalize your response.

Example: The data from the last benchmark assessment in reading class show us that the student scored below 20% in all reading categories and is in the 10th percentile. This is a regression from the same benchmark assessment given four months ago. The student's performance in reading is not improving.

What factors or other data must we consider that are leading to the identified problem? Be sure to use data to support your response.

Example: The student has been absent for 60 out of 100 days of school and has missed reading classes for 60 days. The student has not had any additional tutoring or reading intervention. The student was two grades below reading level at the start of the year per the {insert} data.

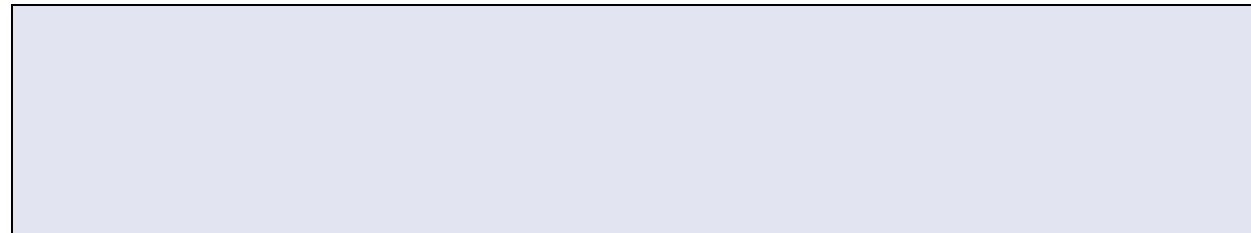
What are the data telling us about the student? Be sure to include items about what the student can do.

Example: The current reading benchmark scores tell us that the student is still two grade levels below reading level. In the days when the student has been in school, informal observations of the student in the classroom show that the student engages in more independent reading time when given books of choice. The student chooses more picture books when given choice.

ANALYZE DATA RELATED TO THE PROBLEM

What questions and possible next steps do we need to consider as we dig into these data?

Example: We can build upon student's engagement in independent reading with an intervention. We need more data on the student's absenteeism and perhaps how to support reading at home. If support at home is out of our locus of control, we need to be intentional about reading intervention support at school and create a goal with progress monitoring check points between now and the end of the school year.



Source: Oakland Unified School District²⁰

STEP 3: DEVELOP A PLAN TO ADDRESS THE PROBLEM

In this third step of the problem-solving process, team members utilize the previously conducted data analysis to discuss and establish a plan to implement specific interventions or student supports, as well as establish how student progress will be monitored. During this third step of the problem-solving process, the problem-solving team should consider the guiding questions below.²¹

Guiding Questions When Developing A Plan

- Did the team select an evidence-based behavior intervention or action steps based on data?
- Does the intervention target the needs stated in the hypothesis?
- Did the team ensure the cultural responsiveness of the behavior interventions or action steps?

After teams verify the problem and confirm their hypothesis, members use the data to select an intervention. During this process, it is essential that **the intervention specifically targets the hypothesis** in order to address the underlying causes of the student's problem behavior(s). Team members should be aware that when selecting an intervention, it is possible to identify a narrower range of interventions or action steps that do not address the original hypothesis.²²

An intervention plan should include the following components:

Persons Responsible

- Specifically name staff members who will be implementing the intervention, supporting and assessing the integrity of the intervention, and monitoring the effectiveness of the intervention.

Skills and Instructional Strategies Targeted

- Identify specific skills that will be targeted in the intervention. What teaching strategies and techniques will be used to teach the skills?

Implementation Arrangements

- Where and when will the intervention be taught? How many times a week? How long will the intervention sessions last? What materials will be utilized?

Measurement Strategies

- The purpose of the measurement strategy is to assess whether the intervention is working or not. Detail the person who will be monitoring student progress, the method of data collection, and the schedule of progress monitoring.

Decision Making Rule

- Detail how to decide if the intervention plan is effective. The team will consider the students' progress in acquiring the newly learned skills as well as the rate of progress.

Source: Florida Department of Education²³

Further, the intervention should be **flexible and adjustable as needed** to support the student's progress. The problem-solving team should consider the content of the intervention, as well as the delivery, including frequency, duration, and group size. For example, an intervention may need to be increased from three sessions per week to five sessions per week based on a lack of student improvement, or a student may need

DEVELOP A PLAN TO ADDRESS THE PROBLEM

individual support instead of participation in a small group. These alterable components of an intervention include:²⁴

- Time and response opportunities
- Core program efficacy:
- Program implementation
- Group size
- Coordination of program and instruction

Finally, educators must ensure that the selected intervention is designed to be **culturally sensitive or adaptive** and has been implemented with student populations who are similar to the student(s) identified for intervention.²⁵ When discussing intervention options, it is also essential that the problem-solving team **integrate the attitudes and beliefs of the targeted student(s)** in order to select a tool that will best meet students' needs.²⁶

The Wisconsin Department of Public Instruction highlights the example of a student who is consistently out of their seat. The problem-solving team must understand the underlying issues causing this problem, as opposed to selecting an intervention strategy solely focused on increasing the student's time in-seat. The data may reveal that the student has not developed age-appropriate self-regulation skills, which should be the focus of the intervention plan.²⁷

Problem-solving teams can use the reflection questions outlined on the following page to guide discussions when determining the most effective intervention strategy for students. Additionally, teams can use these [templates for facilitating intervention planning meetings](#) as well as this [intervention plan template](#) outlining logistics and data collection methods.

DEVELOP A PLAN TO ADDRESS THE PROBLEM



DEVELOP A PLAN: REFLECTION QUESTIONS FOR ACTION PLANNING

Directions: Use the guide below to reflect on next steps during the action plan development phase of the behavior problem-solving process.

Based on our data analysis, what are some next steps to address the target problems identified?

What SMART goals do we want to set to address the target problems identified? *SMART goals are Specific, Measurable, Achievable, Realistic, and Timed.*

What is our action plan to address these SMART goals? *The action plan should state when, where, and how the SMART goals will be implemented.*

What are potential barriers to our action plan?

What is our method of preventing or handling potential barriers within our action plan? *Method should state when, where, and how barriers within action plan will be addressed.*

Source: National Center for Biotechnology Information, U.S. National Library of Medicine²⁸

DEVELOP A PLAN TO ADDRESS THE PROBLEM



DEVELOP A PLAN: INTERVENTION PLANNING GUIDE

Directions: Use the guide below to discuss and finalize details of the intervention plan.

Description of Student:

Description of Intervention:

LOGISTICS POINT	NOTES
IMPLEMENTATION LOGISTICS	
Person(s) responsible for delivering the intervention, including any adaptations	
Additional resources or support needed	
Plan for communication with the parent	
Plan for communication with other relevant staff supporting student	
DATA COLLECTION	
Person(s) responsible for collecting progress monitoring data	
Progress monitoring measure or tool	
Frequency of progress monitoring data collection	
How will we know if the intervention is working? Is there a clearly defined goal?	
How will we know if the intervention was implemented as intended?	

Source: National Center on Intensive Intervention²⁹

STEP 4: MONITOR AND EVALUATE THE PLAN

This final section of the toolkit examines strategies for reviewing student data to evaluate the effectiveness of the intervention plan and adjust strategies accordingly. After teams have selected appropriate behavior interventions based on data, they must consistently progress monitor or collect and analyze data about the interventions at established points during the school year. During this fourth and final step of the problem-solving process, the problem-solving team should consider the following guiding questions:³⁰

Guiding Questions When Monitoring and Evaluating A Plan

- Is the team progress monitoring in a consistent manner?
- Is the team using the progress monitoring process to evaluate student growth and inform any necessary further behavior intervention or removal of the intervention?

According to the National Center on Student Progress Monitoring, effective, evidence-based progress monitoring has four key benefits when implemented correctly:³¹

- Students learn more quickly because they are receiving more appropriate instruction;
- Teachers make more informed instructional decisions;
- Documentation of student progress is available for accountability purposes; and
- Communication is consistent between families and professionals about student progress.

Problem-solving teams monitoring a student's progress should engage in the following:³²

- Intentionally plan time during points along the school year to review and reflect on intervention plans for each student that has an intervention;
- Gather and analyze data from the intervention and use evidence-based and unbiased strategies, similar to the processes explored in Steps 2 and 3 of this toolkit; and
- Analyze interventions consistently and determine next steps (e.g., if the same intervention should be implemented with a student, if a different intervention should be implemented with a student, or if the student no longer needs an intervention).

Data Analysis

The problem-solving team will review data as outlined in the intervention plan. Education research recommends that teams collect **six to nine data points** during the intervention before making changes to dosage or instructional methods, as this provides enough data to allow the team to identify trends.³³ Data are graphed and evaluated to compare student outcomes to the projected growth from the intervention plan, allowing the team to determine if the student is making sufficient progress. The National Center on Intensive Intervention offers a [Progress Monitoring Tool](#) for collecting and graphing student data.

Intervention Evaluation

The team should also examine the **fidelity of implementation**, the **dosage of the intervention**, and **alignment of the intervention to the student's needs**. Especially when it is determined that the student has not met the defined behavior goals, team members must examine other elements of the intervention in order to propose a new plan. The National Center on Intensive Intervention offers a [detailed checklist](#) to enable teams to evaluate various elements of the original intervention plan. A sample of this checklist is also provided in the Sample Intervention Evaluation Questions tool on page 22.

As the outcome of this step, members of the problem-solving team determine the best strategy for adapting the existing intervention to meet the student's needs. If the student has not made the targeted progress, the

MONITOR AND EVALUATE THE PLAN

team may consider revising the progress monitoring plan to gather more frequent data to modify the intervention on a more regular basis.

Team members may utilize the following questions during an intervention progress monitoring meeting:³⁴

- Did the team review the student summary information and relevant student and implementation data?
- Did the team ask clarifying questions to refine the draft hypothesis during the appropriate time?
- Did the team consider possible interactions between academic and behavioral needs?
- If more information is needed to identify student needs, has the team developed a written plan to collect that information and a time to reconvene to discuss the implications of the data?
- Did the team brainstorm potential intensification strategies at the appropriate time?
- Did the team prioritize which strategies to implement first?



On the following pages, Hanover provides a tool to support discussion of student progress towards established goals at various check points throughout a semester, as well as a sample of questions for consideration when student progress is not visible and the intervention must be adapted to better address student needs.

MONITOR AND EVALUATE THE PLAN



MONITOR THE PLAN: PROGRESS MONITORING TRACKING TOOL

Directions: Use the tool below to guide action steps when planning and evaluating plans developed to solve the target problem during the final step of the behavior problem-solving process. An example has been provided. This tool can be duplicated as needed to progress monitor each intervention plan to address the target problem(s).

SMART Goal:

Performance Indicator	
Data Sources	
Baseline	
Target	
Check Point 1	
Check Point 2	
<i>Additional check point rows can be added. For Tier 2 behaviors, check points should be monthly; for Tier 3 behaviors, check points should be monitored weekly.</i>	
Final	
Notes:	

MONITOR AND EVALUATE THE PLAN

Example

SMART Goal: By June 2017, during academic instruction, Student A will demonstrate on-task behaviors from a current rate of 50% to a rate of 90% of the observed time intervals as measured two times per month by Special Education staff using a 20-minute momentary time sampling observation.

Indicator	Observation of student by teacher
Data Source	Observation tool
Baseline	Student A on task behavior is at 50%
Target	Student A on task behavior is at 90%
Checkpoint 1	September 15th
Check point 2	September 30th
Final	June 1st
Notes	Sample: after September observation, student A on task behavior is at 60% in special education setting and still at 50% in general education setting. Additional action step is needed to enhance on task behavior in general education setting (discuss this at the next MTSS meeting).

Source: Clearpoint Strategy³⁵

MONITOR AND EVALUATE THE PLAN



MONITOR THE PLAN: SAMPLE INTERVENTION EVALUATION QUESTIONS

Directions: Use the sample questions below to guide discussion of how the intervention can be altered to better support student outcomes.

INTERVIEW QUESTIONS	RESPONSE
INTERVENTION DELIVERY/FIDELITY	
Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention with fidelity?	
How well do we stick to the plan, curriculum, or assessment?	
Is the intervention delivered consistently across different teachers and settings?	
How well is the intervention defined and different from other interventions?	
How engaged and involved are the students in this instruction/intervention?	
DOSAGE	
Does the intervention provide enough opportunities to learn or practice the target skill(s)?	
How does the group size impact the student's opportunities to respond and receive feedback?	
Is there sufficient time during the intervention session for modeling, guided practice, and corrective feedback?	
Does the student need additional practice opportunities distributed across the instructional day or week?	
ALIGNMENT	
Does the intervention target the student's academic or behavior learning needs?	
Have we identified all potential skill deficits or functions of the behavior?	
What does the team believe the student is trying to accomplish with the behavior?	
Have you considered the Antecedents-Behavior-Consequences (ABCs)? Are strategies in place to address the ABCs?	

Source: National Center on Intensive Intervention³⁶

ENDNOTES

- ¹ [1] "Supporting Positive Behaviour in Alberta Schools: Understanding Individual Student Behavior." Government of Alberta. https://www.learnalberta.ca/content/inspb1/html/4_understandingindividual.html [2] "Leading for Equity: Opportunities for State Education Chiefs." The Aspen Education and Society Program and The Council of Chief State School Officers, 2017. <https://www.aspeninstitute.org/wp-content/uploads/2017/05/LeadingForEquity.pdf>
- ² Horner, R. "Team Implemented Problem Solving (TIPS)." Marin County Office of Education. <https://www.marinschools.org/cms/lib/CA01001323/Centricity/Domain/133/Team%20Implemented%20Problem%20Solving%20TIPS.pdf>
- ³ [1] "Supporting Positive Behaviour in Alberta Schools: Understanding Individual Student Behavior." Op. cit.; [2] "Leading for Equity: Opportunities for State Education Chiefs." Op. cit.
- ⁴ "Culturally-Responsive Problem-Solving Guide." Wisconsin Department of Public Instruction. Pp. 6-13. <https://dpi.wi.gov/sites/default/files/imce/sped/pdf/culturally-responsive-problem-solving-guide.pdf>
- ⁵ Ibid., p. 10.
- ⁶ Ibid., pp. 6-13.
- ⁷ [1] Ibid [2] Horner, R. Op. cit.
- ⁸ Horner, R. Op. cit.
- ⁹ "Culturally-Responsive Problem-Solving Guide." Op. cit. pp 6-13.
- ¹⁰ Ibid.
- ¹¹ Ibid.
- ¹² Ibid.
- ¹³ Ibid., p. 7.
- ¹⁴ Ibid., p. 11.
- ¹⁵ Ibid., pp. 14-15.
- ¹⁶ "A Teacher's Guide to Problem Solving Within the Multi-Tiered System of Supports." Florida Department of Education Bureau of Exceptional Education and Student Services, 2011. P. 11. <https://nemtss.unl.edu/wp-content/uploads/2018/11/Teachers-Guide-to-Problem-Solving-Within-The-MTSS-Framework-Florida.pdf>
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- ²¹ "Culturally-Responsive Problem-Solving Guide." Op. cit. pp 15-16.
- ²² Ibid.
- ²³ "A Teacher's Guide to Problem Solving Within the Multi-Tiered System of Supports." Op. cit., p. 13.
- ²⁴ Ibid.
- ²⁵ "Culturally-Responsive Problem-Solving Guide." Op. cit.
- ²⁶ Ibid.
- ²⁷ Ibid.
- ²⁸ Bailey, R. "Goal Setting and Action Planning for Health Behavior Change." American Journal of Lifestyle Medicine, September 2017. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6796229/>
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- ³⁰ Bailey, R. Op. cit.
- ³¹ "Progress Monitoring Within a Response-to-Intervention Model." RTI Action Network. <http://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model>
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Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

ACADEMIC SOLUTIONS

Support on-time student graduation and prepare all students for post-secondary education and careers.

Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.

Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

Expand and strengthen family and community relationships and identify community partnerships that support student success.

Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs

Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

Build a high-performing administration that is the first choice for students, parents, and staff.

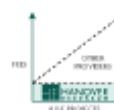
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