

As a parent, you have been asked to participate in the Problem-Solving Team for your child. Here is an example of what you can expect.

Problem-Solving Team and Process

In an Rtl model, one of the initial steps is to assemble the Problem-Solving Team. While the members of the team can vary from school to school, the basic composition would include individuals who are skilled in:

- **Facilitation**
- **Data collection and analysis**
- **Academic research-based interventions**
- **Behavioral interventions**
- **Knowledgeable about the individual student**

The problem-solving process is key to understanding student needs and delivering the correct intervention to help the student be successful.

- **Beginning with Tier 1, classroom teachers provide the first level of problem-solving.**
- **When at least two interventions are implemented with little documented progress by the student, the Problem-Solving Team may be called upon to consider more intense interventions.**
- **The Team identifies student challenges using observable measures on which data have been collected.**
- **Next, the Team brainstorms possible solutions to the student's challenges through the use of research-based interventions.**

- **The Team chooses appropriate intervention(s) for implementation, develops an action plan, and a plan for monitoring student progress.**
- **After the intervention has been implemented and sufficient data are collected, the Team reconvenes to assess the effectiveness of the interventions.**
- **If data indicate that the student is progressing adequately, the Team may decide to continue the current intervention or lessen its intensity.**
- **Should the data show a lack of progress, new interventions may be put in place and progress monitoring continued.**

Response to Intervention incorporates the District 11 Plan-Do-Study-Act problem-solving process.