The Pro-Solve Intervention Targeting Process

Determining the appropriate academic and behavior interventions for an individual student requires a highly effective problem-solving process. This process must identify not only the obstacles that are hindering a student's success, but also the causes of these hurdles, the best interventions to address these needs, the desired outcomes, and who will be the lead person or team responsible for carrying out each intervention. These goals are captured in the RTI at Work Pro-Solve Intervention Targeting Process outlined in figure 3.1.

At the heart of the protocol is a sequence of five critical questions that helps determine the causes and potential solutions for a student in need of academic and behavior interventions. These powerful questions include:

1. **What is/are the concern(s)?:** Obviously, it is unlikely a student would be referred for interventions unless there is at least one concern regarding the student's current level of achievement. Because students struggle because of both academic and behavioral needs, consider both skill and will concerns.

2. **What is/are the cause(s) of the concern(s)?:** Many struggling students demonstrate the same academic and behavioral concerns, such as low test scores, poor grades, inconsistent attendance, missing assignments, and disruptive behavior. It is critical to remember that these concerns represent similar symptoms, but the underlying causes can vary from student to student. For example, poor attendance can be a concern numerous students in need of interventions demonstrate, but this does not mean the cause of each student's absences is the same. The key is to determine why each student is missing school. Eliminate the cause, and solve the problem.

3. **What is/are the desired outcome(s)?:** Many schools fall into the trap of focusing on eliminating the negative concern, instead of targeting the desired positive outcomes. For example, the concern might be that a student demonstrates disruptive behavior by inappropriately blurting out answers

Student: _____   **Meeting Date:** _____

Participants: _____

	1. Concern	2. Cause	3. Desired Outcomes	4. Intervention Steps	5. Who Takes Responsibility
Led by Teacher Teams					
Led by Schoolwide Teams					

Next Meeting Date: _____

Figure 3.1: RTI at Work pro-solve intervention targeting process.

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during whole-group instruction. Instead of discussing what steps the school staff can take to stop the disruptive behavior, a better discussion would be to determine the appropriate academic behaviors that the student must learn to successfully participate in whole-group learning opportunities.

4. **What steps should be taken to best achieve the desired outcome(s)?:** By moving beyond assigning students to interventions based on common symptoms and instead diagnosing the cause of each student's struggles and then determining the desired positive outcomes, the school is now ready to identify the interventions and action steps necessary to meet a specific student's needs.

5. **Who is going to take lead responsibility to ensure that each intervention is implemented?:** The best-made plans are useless if they are not effectively implemented. Yet, when everyone is responsible for an intervention, no one is responsible. At some point, the buck must stop with someone to ensure an intervention moves from a plan to action.

This five-step pro-solve targeting process is the same for both supplemental and intensive interventions, but the curricular outcomes and problem-solving teams are different between Tier 2 and Tier 3. The need for these differences is captured in the RTI at Work pyramid.

Student: ___Armando___   **Meeting Date:** _____   October 1

Participants: _Ms. Hollings (first grade), Mr. Stahl (kindergarten), Ms. Walker (second grade), Mrs. Curso (counselor)_

	1 Concern	2 Cause	3 Desired Outcomes	4 Intervention Steps	5 Who Takes Responsibility
Targeted Outcomes					
Led by Teacher Teams — Grade-level essential standards	Simple phonics	Deficits in phonological awareness?	Ability to decode first-grade text accurately, with the appropriate rate and the appropriate expression	Additional small-group practice with manipulating phonemes and practice segmenting and practice segmenting and blending sound using Elkonin-type activities	Kindergarten and first-grade teacher
Immediate prerequisite skills	Phonemic awareness	Auditory processing?	Ability to hear and process sounds to decode text	Additional small-group practice with manipulating phonemes	Kindergarten and first-grade teacher
English language	Proper forms to express functional language	Emerging English language proficiency	Consistent use of the proper grammatical forms	Scaffolds with Tier 1, such as sentence frames	First-grade teacher
Led by Schoolwide Teams — Academic behaviors					
Social behaviors	Inability to work independently and difficulty connecting with peers	Lack of self-regulatory skills	Ability to work independently on differentiated tasks and collaborate and play with others without conflicts	Self-selected time-outs during class and steps for initiating play	Teachers and counselor
Health and home					

Next Meeting Date: ___October 30___

Figure 5.2: Armando's pro-solve Tier 1 and 2 targeting process.

Student: ___Armando___   **Meeting Date:** ___October 15___

Participants: _Ms. Hollings (first grade), Mr. Stahl (kindergarten), Ms. Walker (second grade), Mrs. Curso (counselor)_

	Targeted Outcomes	Desired Outcomes	Interventions and Action Steps	Who	Data Point 1	Data Point 2	Data Point 3	Data Point 4	Data Point 5
Led by Teacher Teams	Essential standards	Ability to decode first-grade text accurately, with the appropriate rate and the appropriate expression	Additional small-group practice with manipulating phonemes and practice segmenting and blending sound using Elkonin-type activities	Kindergarten and first-grade teacher	DIBELS PSF (12) DIBELS NWF-WWR (2)	DIBELS PSF (13) DIBELS NWF-WWR (2)	DIBELS PSF (12) DIBELS NWF-WWR (2)		
	Immediate prerequisite skills	Ability to hear and process sounds to decode text	Additional small-group practice with manipulating phonemes	Kindergarten and first-grade teacher	DIBELS FSF (8) DIBELS LNF (16)	DIBELS FSF (10) DIBELS LNF (23)	DIBELS FSF (11) DIBELS LNF (34)		
	English language	Consistent use of the proper grammatical forms	Scaffolds with Tier 1, such as sentence frames	First-grade teacher	Consistency of grammatically correct oral language (2 out of 4)	Consistency of grammatically correct oral language (3 out of 4)	Consistency of grammatically correct oral language (3 out of 4)		
Led by Schoolwide Teams	Academic behaviors								
	Social behaviors	Ability to work independently on differentiated tasks and collaborate and play with others without conflicts	Self-selected time-outs during class and steps for initiating play	Kindergarten teacher	CI/CO (average of 12 daily points/week)	CI/CO (average of 15 daily points/week)	CI/CO (average of 20 daily points/week)		
	Health and home								

Next Meeting Date: ___October 29___

Figure 5.3: Armando's pro-solve Tier 1 and 2 monitoring plan.

Student: _____   **Meeting Date:** _____

Participants: _____

Targeted Outcomes	Desired Outcomes	Interventions and Action Steps	Who	Data Point 1	Data Point 2	Data Point 3	Data Point 4	Data Point 5
Led by Intervention Team								
Foundational reading skills								
Foundational number sense								
Foundational writing								
Foundational language								
Academic behaviors								
Social behaviors								
Health and home								

Next Meeting Date: _____

Figure 6.5: RTI at Work pro-solve intervention monitoring plan—Tier 3.

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Student: _____   **Meeting Date:** _____

Participants: _____

Targeted Outcomes	1. Concern	2. Cause	3. Desired Outcomes	4. Intervention Steps	5. Who Takes Responsibility
Led by Intervention Team	Foundational reading skills				
	Foundational number sense				
	Foundational writing				
	Foundational language				
	Academic behaviors				
	Social behaviors				
	Health and home				

Next Meeting Date: _____

Figure 6.4: RTI at Work pro-solve intervention targeting process—Tier 3.

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