

WLB #92

*Parents are a vital part of the Problem Solving Team and process. Collaboration must take place in order to successfully benefit a student. Parental input is an important piece of the process.*



WLB

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West Lincoln-Broadwell ESD #92



Response to Intervention  
&  
Problem Solving Team  
Guidelines

West Lincoln-Broadwell ESD #92

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# What is the process?

Students are assessed (benchmarked) three times per year (fall, winter, spring) in the areas of reading fluency, reading comprehension, math computation and math reasoning (concepts and applications). The data collected from assessments is used to differentiate instruction and identify skill deficits to be addressed individually. There are three tiers of intervention (additional instruction in deficit areas).

## *Tier I: Whole Class Intervention*

### Response to Intervention (RtI) Block Groups

*Tier II:* Small group (less than 10 students with one certified staff member) instruction beyond classroom curriculum.

*Tier III:* Intensive intervention time to meet deficit areas.

**\*\*Interventions/Strategies are research-based and aligned with Common Core Standards.\*\***

## Progress Monitoring

This is a term used that simply means ongoing assessment of students. During intervention timeframes, students are assessed in deficit areas to show progress. This data is used to make informed decisions about interventions that are used to address skill deficits.



## Why is this beneficial?

- Early academic skills appear to be the strongest predictor of subsequent scholastic success.

[Phys.org/news/2011-04-early-math-skills-academic-success.html](http://Phys.org/news/2011-04-early-math-skills-academic-success.html)

- Mastering early language and reading skills that include vocabulary, knowing letters, and understanding phonetics are strong predictors of later achievement.

[www.apa.org/news/press/releases/2007/11/school-readiness.aspx](http://www.apa.org/news/press/releases/2007/11/school-readiness.aspx)

- Mastering early math concepts, such as knowledge of numbers and understanding order of numbers, best predicts later success.

[www.apa.org/news/press/releases/2007/11/school-readiness.aspx](http://www.apa.org/news/press/releases/2007/11/school-readiness.aspx)

- Mastery of early math skills predicts not only future math achievement, but also future reading achievement.

[www.sesp.northwestern.edu/news-center/news/2007/11/early-academic-skills-not-behavior-best-.html](http://www.sesp.northwestern.edu/news-center/news/2007/11/early-academic-skills-not-behavior-best-.html)

## Problem Solving Team (PST)

**PST Members:** parent(s) and/or guardians, classroom or referring teacher, district administrator or LEA, RtI Director, school psychologist and/or social worker, and teachers/paraprofessionals providing intervention times. Other individuals will attend as needed.

- Students are referred by classroom teachers for significant skill deficits that have been in tiered interventions for a minimum of six weeks with little or no progress shown,
- Parent(s) and/or guardians are notified prior to the meeting date and time. Attendance is highly encouraged in order for collaboration between home and school to be successful.
- Deficits are discussed along with current interventions. The TEAM (all members) collaborate and provide insight using data and personal area expertise.
- A plan of action is developed for a certain amount of time. The team will reconvene to monitor the plan's effectiveness.