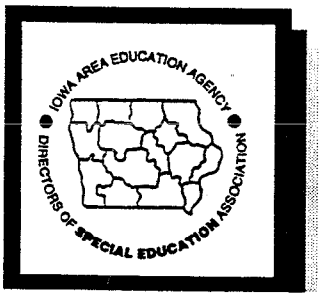
PROFESSIONAL PRACTICES IN PROBLEM SOLVING

Benchmarks And Innovation Configuration



January 1994

ACKNOWLEDGMENTS

This document represents the contributions of a work group appointed by the Iowa Area Education Agency Directors of Special Education Association.

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PROFESSIONAL PRACTICES IN PROBLEM SOLVING

In response to requests from a large number of educators in Iowa, this document has been developed to clarify best professional practices in implementing educational problem solving systems. Educators and support services staff from seven Area Education Agencies and the Department of Education collaborated in the creation of this document. It is meant to be used as a guide in the creation of comprehensive problem-solving systems and as a system evaluation tool for examining problem solving implementation.

Overview and Rationale for Problem Solving

The problem solving approach is an orientation for addressing a wide variety of educational problems, a process involving a series of steps, and a specific set of professional practices. The problem solving approach may be used by two or more people in any setting where there is a difficulty that needs to be resolved. A student assistance team can use problem solving to address a learner's chemical dependency. A curriculum committee can use problem solving when it considers the adoption of a new basal reading series. Problem solving procedures may also be used to address the educational performance problems of individual learners. The purpose of this document is to describe a set of benchmarks that define best professional practices in the process of problem solving for individual learners.

A variety of specific problem-solving models are currently in use within the state of Iowa. Among these models are collaborative problem solving (Robinson, 1990), hypothesis generation and testing (Batsche, Knoff and Ulman, 1984), and the IDEAL* problem solving approach (Bransford & Stein, 1984). This document is intended to describe important practices that are common among all problem-solving models. These benchmarks are not intended to prescribe a single, specific problem-solving model.

Educational problems vary in nature and intensity. Some problems are very mild and require few resources to resolve, while other problems are very severe and require a wide variety of resources. Problem solving practices must be adapted to fit the nature of the problem. Simple and informal problem-solving procedures are often sufficient to address mild problems, but more significant problems often require more formal and systematic practices. The problem-solving process remains the same in terms of the sequence of steps used to arrive at solutions. However, the manner in which these steps are implemented varies from simple to complex, and from informal to formal. The problem solving benchmarks in this document describe the practices to be used with more difficult and complex problems. Some AEAs have chosen to recognize these ideas by describing a series of problem solving levels. The procedures described in this document would correspond with problem solving at Levels III (Consultation with Extended Problem Solving Team) and IV (Due Process/IEP Consideration).

The use of a problem-solving process requires changes in both belief and practice. Ongoing training and feedback are imperative for meaningful change to occur.

* IDEAL stands for Identify the behavior, Define the problem, Explore intervention options, Act on the plan, and Look at the results.

The remainder of this document includes beliefs related to the problem-solving process, critical components of the process, and a reference list. Although this material is comprehensive in describing skills relates to problem solving, all of the skills necessary for successful professional practice are not addressed in the document. Professional problem solving requires not only knowledge of the elements included here in, but skill in other areas such as collaboration, child development, and learning theory.

Belief Statements

The following series of belief statements are inherent within the problem solving procedures in this document:

- Problem solving is a collaborative activity that involves two or more people who share expertise and responsibilities.
- Problem solving should make use of all appropriate resources to help learners become educationally successful.
- The *primary* purpose of problem solving is to solve problems by designing effective individual interventions.
- Problems affecting student performance do not exist exclusively within the makeup of learners, but occur as the result of an interaction between learner characteristics and the educational setting*.
- The effectiveness of a solution cannot be determined prior to its implementation. Therefore, solutions must be implemented, monitored, reviewed, and changed as necessary.
- Problem solving interventions must be sensitive to and appropriate for: diverse educational settings, learners of all ages, and problems of different severities.
- Problem solving procedures are best applied as part of a school wide effort.
- A problem is not defined as the difference between a learner's potential and achievement, but as the discrepancy between the demands of the educational setting and the learner's performance in the setting.

* As used within this document, *educational setting* is defined as including all locations that have educational relevance to the defined problem. These could include a work site for a learner involved in a work study program, a home for an infant involved in a home-based intervention program, or a school bus for a child with behavioral problems during transportation to school, etc.

Benchmarks of Professional Problem-Solving

The procedures described in this section address critical components of the problem-solving process as applied to individual learners. These critical components include:

—parent involvement,
—problem statement,
—systematic data collection,
—problem analysis,
—goal,
—intervention plan development,
—intervention plan implementation,
—progress monitoring,
—decision making.

A definition of each critical component is provided in the body of this paper. Beneath each definition is a series of statements that describe the best practice benchmarks for implementing that component within the problem-solving process.

The benchmarks are also described by the Problem Solving Innovation Configuration in the next section. The Problem Solving Innovation Configuration delineates the variety of ways in which practitioners can implement each of the practices. More specific information is provided in that section.

Note: The sequence in which components are described is not intended to correspond exactly with the series of steps in a problem-solving process. The rationale for moving away from a step-by-step description of the process is that not all problem-solving models make use of the same sequence of steps. Also, some activities occur simultaneously during problem solving, rather than in a linear fashion. For example, the implementation of an intervention plan occurs at the same time as progress monitoring. Each of these activities is viewed as a critical component of problem solving and is described as such in this section.

Critical Component: *Parent Involvement*

Definition: Active parent participation is an integral aspect of the problem-solving process.

Benchmarks:

- Parents are invited to participate and are included in the problem-solving process.
- Parents are informed at all decision making points.
- Parent involvement and participation is documented.

Critical Component: *Problem Statement*

Definition: A problem statement is a behaviorally defined description of a problem within an educational setting*. It defines the degree of discrepancy between the demands of the educational setting and the learner's performance.

Benchmarks:

- The problem behavior is stated in specific terms (precisely defined).
- The problem behavior is stated in concrete, observable terms (described as actions that may be seen or heard).
- The problem behavior is stated in measurable terms (identified as occurrences that can be counted reliably).
- The relevant domains (learner, curriculum, instruction, educational setting) are examined through systematic data collection.
- The dimensions of the behavior (frequency, intensity, duration, latency, and accuracy) and the educational setting demands are defined.
- The degree of discrepancy between the demands of the educational setting and the learner's performance is determined.
- The problem statement focuses upon alterable variables (characteristics of the learner and/or the environment that can be changed).

* As used within this document, *educational setting* is defined as including all locations that have educational relevance to the defined problem. These could include a work site for a learner involved in a work study program, a home for an infant involved in a home-based intervention program, or a school bus for a child with behavioral problems during transportation to school, etc.

Critical Component: *Systematic Data Collection*

Definition: Systematic data collection is a process for collecting meaningful, relevant information about a problem. It requires the development of assessment questions, selection of data collection tool(s) appropriate to answer the question, and the use of these tools to collect data.

Benchmarks:

- The data-collection procedure is based on assessment questions which determine the nature of the data to be collected.
- The data-collection procedure is multi-dimensional. Data are collected from multiple settings (small group and large group activities, classroom, playground, etc.), using multiple sources of information (learner, teachers, and parents), with multiple methods of data collection (review, interview, observe and/or test), as appropriate to the specific nature of the problem.
- The data-collection procedure is relevant to the stated problem. Data are collected that are specific to the identified behavior(s) of concern.
- The data-collection procedures focus on alterable variables (characteristics of the learner and or educational setting that can be changed).
- The data-collection procedures allow for frequent and repeated measurement.
- The data-collection procedure is technically adequate. It is both reliable (repeatable) and valid (measures what is intended) in regard to the identified behavior(s) of concern.
- Data collection includes at a minimum: a direct measure of the behavior(s) of concern in the setting where it is problematic and measures of variables that may contribute to or maintain the problem behavior.
- The data that are collected provide appropriate quantitative and qualitative descriptions of the problem behavior(s) and of relevant demands in the setting.
- The data yield a quantitative discrepancy between the level of the problem behavior(s) and relevant educational setting demands.
- The data are used to form (plan and monitor) interventions.

Critical Component: *Problem Analysis*

Definition: Problem analysis is the complex process of examining all that is known about a problem for the purpose of identifying alterable variables related to the problem. This information is used to design interventions that have a high likelihood of success.

Benchmarks:

- Problem analysis is problem centered, rather than learner-centered.
- Inferences drawn during problem analysis are data-based.
- Problem analysis focuses only on information relevant to solving problems.
- Problem analysis focuses on characteristics of educational settings and learners that can be changed, since these are the ones that lead most directly to successful intervention.
- Problem analysis determines whether a problem is the result of a skill deficit or a performance problem (*can't do* versus *won't do*).
- Problem analysis involves two or more responsible parties*. The number of responsible parties involved is determined by the level of problem analysis being conducted and the decisions being made.

* The *responsible parties* involved in problem solving may include parents, general education teachers, special education teachers, administrators, support staff members, or anyone else who might provide assistance with planning and implementing a problem-solving intervention.

Critical Component: *Goal*

Definition: A goal is a written statement of projected improvement or remediation of the problem.

Benchmarks:

- A stable and representative sample of the learner's current level of performance is collected, and a problem analysis is conducted, before the goal is written.
- The goal includes a (measurable, observable, alterable, and specific) behavior, timeline, conditions, and a criterion for acceptable performance.
- The criterion of acceptable performance is selected based on a comparison between the current level of learner performance and the demands of the educational setting.

Critical Component: *Intervention Plan Development*

Definition: An intervention plan* describes the individualized course of action for addressing a specific problem. Effective intervention plans are based on systematic data collection and problem analysis.

Benchmarks:

- The intervention plan relates to the defined problem and the review of data.
- The intervention plan includes documentation of:
  - —parental involvement,
  - —a measurable goal,
  - —a specific description of strategies, procedures, responsible parties, and review dates,
  - —a progress monitoring plan,
  - —a decision-making plan for summarizing and analyzing progress-monitoring data.
- The intervention strategies focus on modifying aspects of the educational setting to improve performance.
- The intervention strategies are selected based on the nature of the defined problem, parental input, and professional judgments about the potential effectiveness of strategies.

* An *intervention plan* is designed to address a single, specific problem. In the event that more than one problem is being addressed, a student may have more than one intervention plan.

Critical Component: *Intervention Plan Implementation*

Definition: Implementation involves applying the intervention plan in the way that it was designed.

Benchmarks:

- The intervention plan is implemented as written.
- Learner performance data are collected regularly and frequently (1-3 times per week), using systematic data analysis and decision making.
- Regular and frequent follow-up and professional support is provided with the evaluation of the intervention plan and the data.
- Modifications in the intervention plan are made on the basis of objective data.
- Modifications in the intervention plan are made with the agreement of responsible parties.

Critical Component: *Progress Monitoring*

Definition: Progress monitoring involves the regular and frequent collection and analysis of learner-performance data for the purpose of evaluating the effectiveness of an intervention.

Benchmarks:

- The intervention plan includes progress monitoring and decision making.
- A behavior is operationally defined (e.g., measurable, observable, and specific).
- A measurement strategy is selected that is appropriate to the dimensions of the behavior.
- The learner's current level of performance is defined.
- A measurable goal is written that describes the behavior, conditions and criterion.
- A progress monitoring graph is developed.
- Learner performance data are collected and graphed on a regular and frequent basis (1-3 times per week).
- A systematic decision-making plan is used to analyze the learner's pattern of performance.
- Modifications in the intervention plan are made, as frequently as necessary, based on progress monitoring data.

Critical Component: *Decision Making*

Definition: Decision making is the systematic procedure by which responsible parties summarize and analyze patterns of learner performance. The analysis assists in making decisions about the effectiveness of an intervention.

Benchmarks:

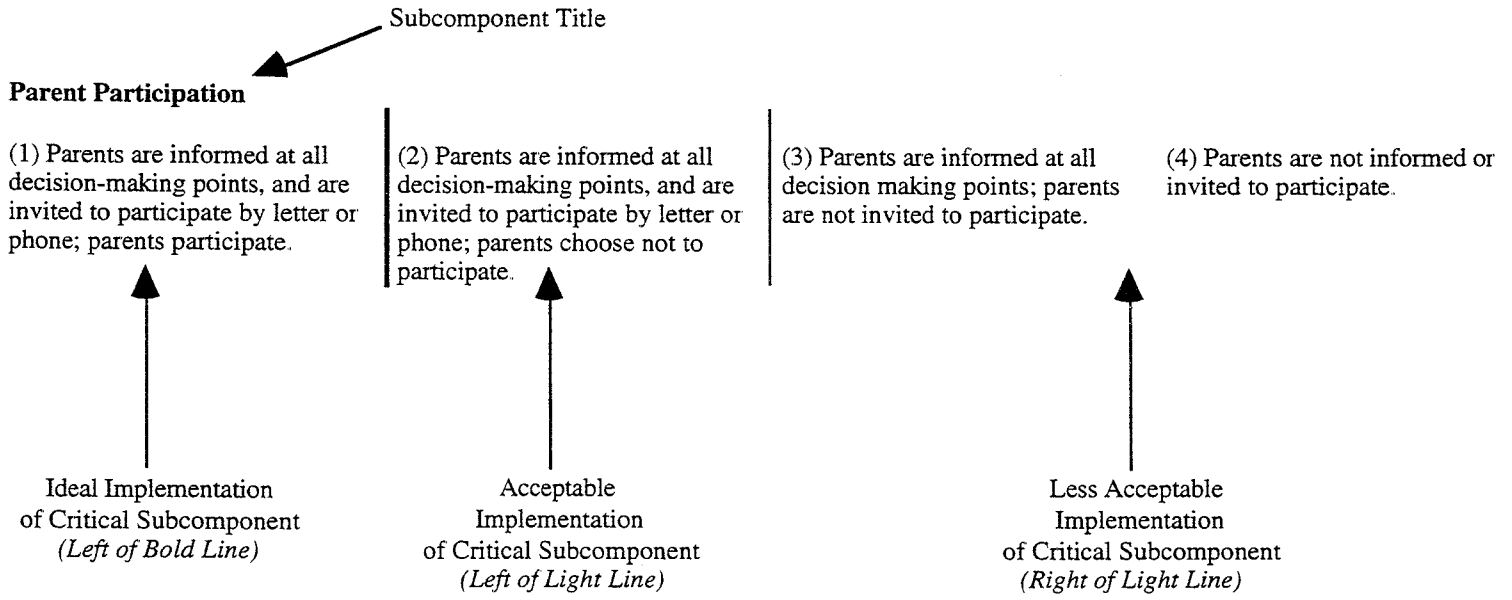
- There is documentation of parental involvement.
- There is a clearly stated decision-making plan that is developed prior to the implementation of the intervention plan.
- The decision-making plan is the basis for summarizing and evaluating the learner performance data.
- Decision making includes a plan for regular and frequent support for the implementor(s) with evaluation of data and the intervention plan.
- Decisions are made with data obtained through regular and frequent progress monitoring.
- The decision-making plan is implemented regularly to examine the effects of the intervention.
- The intervention is modified as necessary, based on the analysis of the learner's pattern of performance, and with the agreement of responsible parties.
- At the end of the goal period, the decision-making plan and learner-performance data are analyzed to determine the effectiveness of the intervention.

Problem Solving Innovation Configuration*

An innovation configuration is a staff development tool that allows the developers of an innovation (such as the problem-solving process) to describe the skills related to the innovation in concrete, observable, measurable terms. When innovations are first introduced, implementors do not always apply new skills in a truly effective or "ideal" fashion. Expertise and confidence develop over time, as implementors practice the skills and receive support and feedback. An innovation configuration describes "ideal" practice in operational terms, and also describes the variations in practice that may occur as implementors apply new skills.

The Problem Solving Innovation Configuration on the following pages describes "ideal" practice in the application of problem-solving skills as well as the range of variations that may occur. Each critical component of the problem-solving process is described in terms of essential sub-components (listed in bold type on the left-hand side of each page), as well as the range of variations within each sub-component. Variations on the left hand side of the bold line (usually designated as number 1) within each sub-component are considered to be the ideal application of that specific skill. Variations to the left of the non-bold vertical line are considered to be acceptable variations in application of the sub-component. Variations to the right of the non-bold vertical line (usually designated as number 3, 4, or 5) are considered to be unacceptable applications of a particular skill in that they may render the practice ineffective.

Example Innovation Configuration Subcomponent



* Sections of this innovation configuration are based on innovation configurations developed by AEAs 6, 11, and 13.

Critical Component: *Parent Involvement*

Parent Participation			
(1) Parents are informed at all decision-making points, and are invited to participate by letter or phone; parents participate.	(2) Parents are informed at all decision-making points, and are invited to participate by letter or phone; parents choose not to participate.	(3) Parents are informed at all decision making points; parents are not invited to participate.	(4) Parents are not informed or invited to participate.
Documentation			
(1) Documentation states how and when parents are informed (parent permission is obtained when necessary); parent involvement in implementing the intervention plan is documented.	(2) Documentation states how and when parents are informed (parent permission is obtained when necessary); there is no documentation of parent involvement in implementing the intervention plan.	(3) Documentation consists of only legally required components.	(4) Documentation is not present.

Critical Component: *Problem Statement*

Definition of Behavior				
(1) The description of the problem behavior is specific, observable, alterable, and measurable.	(2) Problem behavior is alterable, but is stated in general terms.	(3) Problem behavior is specific, observable, and measurable, but not alterable.	(4) Problem behavior is stated in general terms and is not alterable.	(5) Problem behavior is not stated.
Dimension of Behavior				
(1) The appropriate dimensions of the behavior (frequency, latency, duration, intensity, and/or accuracy) are identified, and those dimensions of the behavior are measured.	(2) The dimensions of the selected behavior are identified but not measured.	(3) The dimensions addressed are not appropriate for the selected behavior.	(4) Dimensions of the selected behavior are not addressed.	
Educational Setting Demands				
(1) The educational setting demands have been identified, and those dimensions have been measured.	(2) The educational setting demands are identified but not measured.	(3) The educational setting demands that have been identified are not appropriate for the selected behavior.	(4) The demands of the educational setting have not been addressed.	
Magnitude of Discrepancy				
(1) The magnitude of the discrepancy is quantified, based on a comparison between learner performance and local educational setting demands.	(2) The magnitude of the discrepancy is quantified, based on a comparison between learner performance and standards outside the local educational setting.	(3) The magnitude of the discrepancy is quantified, but is based on an opinion.	(4) The magnitude of the discrepancy is described qualitatively.	(5) The magnitude of the discrepancy is not described.

Critical Component: *Systematic Data Collection*

Assessment Questions

(1)	(2)	(3)	(4)	(5)
(1) Assessment questions: • focus data collection activities on relevant, alterable factors • lead to interventions • are linked to the behavior of concern.	(2) Assessment questions: • are either global or vague • do not sufficiently focus data collection activities on relevant, alterable factors • lead to interventions.	(3) Assessment questions: • are generated through a standard battery approach • are not linked to the behavior of concern • are not relevant, alterable, nor related to effective interventions.	(4) Assessment questions: • focus data collection activities on relevant but inalterable factors.	(5) Assessment questions are not written.

Multi-Dimensional

(1)	(2)	(3)	(4)	(5)
(1) A variety of assessment procedures (record review, interview, observation and or test) are used to collect data from a variety of relevant sources and settings. Procedures are selected in a flexible manner based on the nature of the problem.	(2) A standard group of assessment procedures are used to collect data from a variety of relevant sources and settings.	(3) A standard group of assessment procedures are used to collect data from a variety of sources and settings without regard to relevance.	(4) A standard group of assessment procedures are used to collect information from a single source and setting without regard to relevance.	(5) A single source of data is used.

Characteristics of Data Collection Procedures

(1)	(2)	(3)	(4)
(1) Data collection procedures: • are technically adequate • are direct measures • can be collected in a frequent and repeated manner.	(2) Data collection procedures: • are technically adequate measures • do not lend themselves to frequent and repeated measurement.	(3) Data collection procedures: • are technically inadequate • are direct measures • can be collected in a frequent and repeated manner.	(4) Data collection procedures: • are technically inadequate • are indirect measures • cannot be collected in a frequent and repeated manner.

Defines a Discrepancy

(1) Data collection provides appropriate quantitative and qualitative descriptions of a target behavior and of relevant setting expectations, yielding a quantitative discrepancy between the two.	(2) Data collection provides a precise quantitative description of a target behavior and a general qualitative description of relevant setting expectations, yielding a qualitative discrepancy between the two.	(3) Data collection provides a general, qualitative description of both the behavior and the relevant setting expectations, yielding a qualitative discrepancy between the two.	(4) Data collection provides a description of the learner's behavior only, without regard to the expectations of the setting. No discrepancy is described.	(5) Data are not collected on either learner behavior or the expectations of the setting.

Leads to an Intervention

(1) The outcomes of data collection are specific and permit the design of individualized interventions that directly address the behavior of concern.	(2) The outcomes of data collection are specific and generally address the behavior of concern, and can be matched to a standard, relevant intervention routinely provided to all learners in the setting.	(3) The outcomes of data collection provide general information that does not lead to an effective intervention.	(4) The outcomes of data collection are not tied to the behavior of concern, and are matched to a standard, irrelevant intervention that is routinely provided to all learners in the setting.	(5) Data are not collected.

Critical Component: *Problem Analysis*

Data Based				
(1) Specific inferences drawn during problem analysis are appropriate, based on professional standards and relevant data.	(2) General inferences are drawn during problem analysis that are appropriate, based on professional standards and relevant data.	(3) Inferences drawn during problem analysis are based on subjective opinion.	(4) Data are collected, but no analysis occurs.	(5) General or specific inferences are drawn during problem analysis that are not based on data.
Focus of Analysis				
(1) The analysis focuses on relevant, alterable variables, and uses problem-centered data.	(2) The analysis focuses on relevant, alterable characteristics of the learner.	(3) The analysis focuses on irrelevant but alterable characteristics of the learner.	(4) The analysis focuses on irrelevant and inalterable characteristics of the learner.	(5) Data are not analyzed.
Collaborative Analysis				
(1) Problem analysis involves two or more persons who share responsibility for decision making.	(2) Problem analysis involves two or more persons, but decision making responsibilities are held by one person.	(3) Problem analysis involves only one person who functions in an expert role and has all decision making responsibilities.	(4) Problem analysis does not occur.	

Critical Component: *Goal*

A Stable and Representative Sample (Baseline Data)

(1) A stable and representative sample of the learner's current level of performance is collected, and a problem analysis is conducted, before the goal is written.	(2) A single sample of the learner's current level of performance is collected, and a problem analysis is conducted, before the goal is written.	(3) A stable and representative sample of the learner's current level of performance is collected, but problem analysis is conducted after the goal is written.	(4) A stable and representative sample of the learner's current level of performance is collected, but problem analysis is not conducted before the goal is written.	(5) A single sample of the learner's current level of performance is collected, and there is no problem analysis.

Components of a Goal

(1) A goal contains a specific behavior, conditions, and criterion.	(2) A goal contains a specific behavior and criterion.	(3) A goal contains a specific behavior.	(4) A goal is written, but does not contain a specific behavior, conditions, or criterion.	(5) A goal is not stated.

Standard for Criterion Selection

(1) The goal performance level is selected based onobjective measures of current level of student performance and the appropriate educational setting demands.	(2) The goal performance level is selected based on a subjective analysis of the available data.	(3) No goal performance level is established.

Critical Component: *Intervention Plan Development*

Internal Consistency				
(1) The intervention plan relates to the defined problem and the data analysis.	(2) The intervention plan relates only to the defined problem.	(3) The intervention plan relates to an undefined problem, but data were collected.	(4) The intervention plan is not related to a defined problem, and data have not been collected.	(5) An intervention plan is not written.
Intervention Plan Components				
(1) The intervention plan includes documentation of: parental involvement, definition of behavior, measurable goal, strategies, procedures, responsible parties, review dates, progress monitoring plan, and decision making plan.	(2) The intervention plan includes, at a minimum, documentation of: parental involvement, definition of behavior, measurable goal, strategies, procedures, responsible parties, and progress monitoring.	(3) The intervention plan includes, at a minimum, documentation of: parental involvement, definition of behavior, measurable goal, description of strategies, procedures, and responsible parties.	(4) The intervention plan includes, at a minimum, documentation of: general goal, description of strategies, and responsible parties.	(5) The intervention is a list of strategies.
Intervention Strategies				
(1) The intervention strategies: • modify the educational setting to improve performance • relate to the defined problem • are selected with professional judgment.	(2) The intervention strategies: • modify the educational setting to improve performance • relate to the defined problem • are selected from perceptions of success and feasibility.	(3) The intervention strategies: • modify the educational setting • relate to the defined problem • are selected from perceptions of feasibility.	(4) The intervention strategies: • relate to general problems • are a brainstormed list.	(5) The intervention strategies: • are unrelated to the problem • do not demonstrate sound professional judgment.

Critical Component : *Intervention Plan Implementation*

Implementation				
(1) The intervention plan is implemented as written, and modified when necessary based on systematic data analysis, and with the agreement of responsible parties.	(2) The intervention plan is implemented as written and modified when necessary by the agreement of responsible parties.	(3) The intervention plan is implemented, is not successful, and is not modified.	(4) The interventions plan is not implemented as designed.	(5) The intervention plan is not implemented.
Monitoring Schedule				
(1) Data are collected and graphed 1-3 times per week, with systematic data analysis and decision making; the intervention plan is modified as indicated by data and decision making rules.	(2) Data are collected and graphed 2-4 times per month, with systematic data analysis and decision making; the intervention plan is modified as indicated by data and decision making rules.	(3) Data are collected and graphed 2-4 times per month, with systematic data analysis and decision making; necessary changes in the intervention plan are not implemented.	(4) Data are collected and graphed 2-4 times per month; decision making is based on informal data analysis or subjective perceptions only.	(5) Little or no data are collected.
On-Going Support				
(1) Scheduled and frequent support is provided with the evaluation of the intervention plan and data.	(2) Scheduled and frequent support is provided with the evaluation of the intervention plan.	(3) Scheduled support is provided on a limited basis.	(4) Unscheduled support is provided on a limited basis.	(5) No support is provided.

Critical Component: *Progress Monitoring*

Definition of the Behavior				
(1) The description of the problem behavior is specific, observable, alterable, and measurable.	(2) The description of the problem behavior is stated in general terms but is alterable.	(3) The description of the problem behavior is specific, observable, and measurable, but not alterable.	(4) The description of the problem behavior is stated in general terms and is not alterable.	(5) A description of the problem behavior is not stated.
Measurement Strategy				
(1) The dimension for the behavior is identified and the appropriate measurement strategy to match the dimension is selected.	(2) The dimension for the behavior is identified and an inappropriate measurement strategy to match the dimension is selected.	(3) The dimension for the behavior is not identified and an inappropriate measurement strategy to match the dimension is selected.	(4) The dimension for the behavior is not identified and there is no measurement strategy.	
Current Level of Performance				
(1) A stable and representative sample is collected; a discrepancy is quantified by comparing learner performance and local educational setting demands; the discrepancy is significant and addressed.	(2) A stable and representative sample is collected; a discrepancy is quantified by comparing learner performance and local educational setting demands; the discrepancy is not significant and the problem is redefined.	(3) A stable and representative sample is collected; no comparison is made between learner performance and local educational setting demands.	(4) A sample is collected; no comparison is made between learner performance and local educational setting demands.	(5) There is no sampling of the behavior.
Goal				
(1) A measurable goal is established including conditions, criterion, and timelines. The goal is written and displayed on a graph.	(2) A measurable goal is established including conditions, criterion, and timelines. The goal is written and not displayed on a graph.	(3) A measurable goal is established including conditions, criterion, and timelines. The goal is neither written nor displayed on a graph.	(4) A non measurable goal or an incomplete goal is established	(5) A goal is not established.
Monitoring				
(1) Data are collected and graphed on a regular and frequent basis (1-3 times per week).	(2) Data are collected and graphed on a regular basis (2-4 times per month).	(3) Data are collected regularly but not graphed (2-4 times per month).	(4) There is no scheduled or regular data collection; data are collected irregularly and are graphed.	(5) Data are not collected.

Decision-Making Plan

(1) A decision-making plan is used to make decisions on a scheduled basis; modifications are made to the intervention when necessary.	(2) A decision-making plan is established but used inconsistently; modifications are made to the intervention when necessary.	(3) A decision-making plan is established and used for decision making but necessary modifications to intervention plans are not made.	(4) A decision-making plan is established, but not used.	(5) No decision-making plan is established.

Critical Component: *Decision Making*

Decision Making Plan				
(1) The decision making plan: • is developed prior to intervention implementation • is used for summarizing and evaluating student performance data • is implemented on a scheduled basis.	(2) The decision making plan: • is not developed prior to intervention implementation • is used for summarizing and evaluating student performance data • is implemented on a scheduled basis.	(3) The decision making plan: • is developed prior to intervention implementation • is used for summarizing and evaluating student performance data • is not implemented on a scheduled basis.	(4) The decision making plan: • is developed prior to intervention implementation • is not implemented on a scheduled basis.	(5) A decision-making plan is not developed.
On-going Support				
(1) Scheduled and frequent support is provided with the evaluation of the intervention plan.	(2) Scheduled support is provided on a limited basis.	(3) Unscheduled support is provided on a limited basis.	(4) Support is not provided.	
Modifications				
(1) Appropriate data-based modifications are made when necessary, and with the agreement of responsible parties.	(2) Appropriate data-based modifications are made when necessary, by one person	(3) Modifications are made without data, but with the agreement of responsible parties.	(4) Modifications are made without data, and by only one person.	(5) Modifications are not made.