

Problem Solving

Problem -Solving and/or CST meetings

CST Meeting and Involvement

Campus Child Study Team Process Parents informed/invited at all stages



Step 1: Deliver Tier 1 supports to all students

- Implement Tier 1 supports, which include research-based best practice, rigorous core academic curriculum, differentiated instruction, SEL curriculum, a positive and culturally responsive school climate, basic classroom management structures and communication with families.
- Engage in a problem-solving process. (May take place at the grade-level or classroom level).
- All students administered a Universal Screener (US).
- Document parent communication in Service Tracking.

Step 2: Identify students in need of additional Tier 2 and Tier 3 Support

- Administer appropriate diagnostic tool – math and reading
- Analyze math and/or reading diagnostic results and identify need(s).
- Write goal(s) for student and add to RBP (roster based program) or ILP (individual learning plan) in eCST.
- Additional data may be useful to guide further support of students. ^ (e.g. eCST dashboard, CBMs, etc.)
- Use additional diagnostic tools to better understand student needs on a more specific level. ^

Step 3: Engage in a recurring pattern of Intervention/Progress Monitoring as long as the student is responding Document each of the following in eCST:

- Communication with Parent/family.
- Identified area(s) of need: academic (including oral language), behavior, attendance, or a combination.
- RBPs created to define specific problem(s) and measurable goal(s) based on data.
- Intervention: Compare problem(s) with list of available intervention (classroom, campus or community based) and select appropriate intervention(s).
- Select appropriate intervention tools and data points to progress monitor goal(s)/schedule(s) (in RBP).
- *If interventions are not evidence/research-based*, indicate the reason the teacher/CST has chosen the intervention, and the progress monitoring tool that will be used to systematically measure progress toward goals accurately.
- Identify the individual(s) responsible for implementing the intervention(s) (in RBP).
- Communicate the plan with all involved parties, including parents.
- Set date for follow up meeting(s) to review the Response to Intervention (RtI) prior to adjourning the CST meeting.

Step 4: Implement Intervention(s) and Progress monitoring with fidelity

- Use progress-monitoring documentation to track the effectiveness of goals and interventions ^
- CST meets at regular intervals to review progress and adjust accordingly. ^
- Do the data show sufficient progress toward reaching the goal(s)? ←

Ask this question throughout the progress monitoring period.

Yes – Continue and/or modify until desired result is achieved and sustained.

No – Determine that interventions have been implemented with fidelity. If they have, adjust interventions (time, frequency, intensity, tools etc.) and goals based on data. If they have not been implemented with fidelity, determine the barriers to implementation and how to appropriately adjust so implementation with fidelity is achievable.

Step 5: Recurring Child Study Team monitoring of intervention and progress monitoring

- If progress monitoring indicates the intervention has been successful, the student will return to core instruction.
- If progress monitoring indicates the intervention continues to be unsuccessful, consult with additional specialists to determine if other options might be available. (MTSS Coach, Social Emotional Learning Coach, etc.). ^
- Consider referral for 504 evaluation if psychological, mental or physical disability is suspected.
- Document referral in eCST Meeting Notes. (Information is given to the Section 504 Campus Coordinator). ^

Step 6: Consideration for further evaluation

- 504 referral consideration is documented. ^
- MTSS Checklist is complete.
- CST folder for SEES staff is completed and given to LSSP/Ed Diag. (MTSS Checklist, hard copy of any documentation pertinent in the case that could not be contained in eCST)
- Date of referral to SEES (LSSP/Ed Diag.) is documented in eCST meeting notes.
- Plan is communicated to all involved parties, including parents.
- LSSP/Ed Diag. (SEES) should not complete informed consent until this point. ^

^ Document in eCST

Multi-Tiered Systems of Support (MTSS) through the Child Study System (CSS) Process

Documentation in eCST supported at all stages by MTSS Coaches



