



COLLABORATIVE PROBLEM SOLVING (CPS) TEAM BENCHMARK CHECKLIST



Instructions: This checklist is designed to provide administrators and others with an easy assessment tool to determine the extent to which a school is implementing a CPS team approach. The evaluator should collect data on the benchmarks through observation of team activities, review of team documents, and direct report by participants and consumers.

The six key domains (elements) of an MTSS/RtI framework:

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| <ol style="list-style-type: none"> 1. Three-Tiered Instructional/Intervention Model 2. Collaborative Problem-Solving [CPS] 3. Leadership | <ol style="list-style-type: none"> 4. Building the Capacity/Infrastructure for Implementation 5. Communication and Collaboration 6. Data Evaluation |
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Rating Scale:

- 1 = No evidence
- 2 = Minimal evidence of implementation
- 3 = Evidence showing beginning *efforts toward* implementation (e.g., scheduled training, planning sessions)
- 4 = Documented evidence of implementation with missing elements or inconsistencies
- 5 = Documented evidence of full and consistent implementation

BENCHMARK	EVIDENCE	COMMENTS	RATING
<p>Teachers clearly understand that the CPS team is a regular education, rather than a special education process, and they can explain how it works.</p>	<p>Ask teacher(s) what the team is intended to do and how it works, especially how to access help from the team.</p>	<p style="text-align: center;"><i>Measures: Essential Element 4</i> (Building the Capacity/Infrastructure for Implementation)</p>	<p>1 2 3 4 5</p>
<p>Tier 1 academic elements and Tier 2 and Tier 3 academic interventions are developed and clearly defined.</p>	<p>Tier 1 academic elements are documented on the Tier 1 Teacher Strategies and Activities Form (Academic).</p> <p style="padding-left: 40px;">Review the data that shows the target problem matches the evidenced-based intervention on the Tier 2 and Tier 3 Individual Intervention Record (Academic).</p>	<p style="text-align: center;"><i>Measures: Essential Element 1</i> (Three-Tiered Instructional/Intervention Model)</p>	<p>1 2 3 4 5</p>

<p>Tier 1 behavior strategies and Tier 2 and Tier 3 behavior interventions are developed and clearly defined.</p>	<p>Tier 1 behavior strategies are documented on the Tier 1 Teacher Strategies and Activities Form (Behavior).</p> <p>Review the data that shows the target behavior problem matches the behavior intervention on the Tier 2 and Tier 3 Individual Intervention Record.</p>	<p>Measures: Essential Element 1 (Three-Tiered Instructional/Intervention Model)</p>	<p>1 2 3 4 5</p>
<p>Teachers have reviewed records, defined the problem based on data, implemented substantive interventions, and measured progress before they meet with the team.</p>	<p>Review <i>Intervention Record</i> forms for written descriptions of these steps of the process.</p> <p>Observe a team meeting noting whether the teacher's presentation includes information indicating that she has performed these steps.</p>	<p>Measures: Essential Element 5 (Communication and Collaboration)</p>	<p>1 2 3 4 5</p>
<p>A staff member assists the teacher in defining the problem and throughout the intervention steps.</p>	<p>Review <i>Intervention Record</i> forms for documentation identifying staff members who are providing support.</p> <p>Ask one of these staff members about how he/she provided assistance.</p>	<p>Measures: Essential Element 5 (Communication and Collaboration)</p>	<p>1 2 3 4 5</p>
<p>The principal or an assistant principal is an active participant in team activities.</p>	<p>Ask the principal or AP about the current status of team operations. He/she should be able to describe the problem solving steps and the current strengths and weaknesses of the team. It should be clear that the administrator is responding based on direct observation of team activities.</p>	<p>Measures: Essential Element 3 (Leadership)</p>	<p>1 2 3 4 5</p>
<p>The following are members of the core team and attend whenever the team meets:</p> <ul style="list-style-type: none"> ✓ Administrator ✓ Other teacher ✓ Student's teacher ✓ Psychologist ✓ Guidance Counselor ✓ Social Worker ✓ Reading Specialist 	<p>Review a sample of <i>Intervention Record</i> forms to see which team members consistently attend meetings.</p>	<p>Measures: Essential Element 4 (Building the Capacity /Infrastructure for Implementation)</p>	<p>1 2 3 4 5</p>

<p>The team has met at least 4 times during the past 2 months.</p>	<p>Review the team’s meeting schedule or sample <i>Intervention Record</i> forms. If a team does not meet, one can assume that there is not a functioning team.</p>	<p>Measures: Essential Element 4 (Building the Capacity/Infrastructure for Implementation)</p>	<p>1 2 3 4 5</p>
<p>Parent participation is evident throughout the entire problem solving process.</p>	<p>Review a sample of <i>Intervention Record</i> forms for parent contact dates or other parent conference documentation.</p>	<p>Measures: Essential Element 5 (Communication and Collaboration)</p>	<p>1 2 3 4 5</p>
<p>Team meetings are run efficiently with assigned roles (e.g., recorder, timekeeper), time-limited tasks, and production of an intervention plan.</p>	<p>Observe a meeting for structure and focus. Review <i>Intervention Record</i> forms to see if the team is producing intervention plans that clearly describe what is supposed to happen.</p>	<p>Measures: Essential Element 4 (Building the Capacity/Infrastructure for Implementation)</p>	<p>1 2 3 4 5</p>
<p>The team monitors its effectiveness and takes steps to correct any deficiencies identified.</p>	<p>Ask when the team last allocated a block of time to discuss the efficiency and effectiveness of its operations. Ask how the team is looking at intervention evaluation data to determine what’s working and in what areas the team may need to improve upon its procedures or develop additional interventions.</p>	<p>Measures: Essential Element 4 (Building the Capacity/Infrastructure for Implementation)</p>	<p>1 2 3 4 5</p>
<p>The interventions used are matched to the target problem and based on evidence of effectiveness.</p>	<p>Review a sample of <i>Intervention Record</i> forms and compare the identified target problem with the description of interventions planned. Ask team members what resources they are using to identify evidence-based interventions for academic and behavioral problems (e.g. websites, or resource collections such as the R.I.D.E. program).</p>	<p>Measures: Essential Element 2 (Collaborative Problem Solving)</p>	<p>1 2 3 4 5</p>

Data are collected to measure the problem when it is identified and to measure the progress of all interventions tried.	Review a sample of <i>Intervention Record</i> forms for specific pre- and post-measures of the target problem. Team members should be able to describe the connections between data collected and decisions that were made about supports for the student.	Measures: Essential Element 6 (Data Evaluation)	1 2 3 4 5
The implementation of interventions is monitored and data are collected on student progress in response. A reasonable time is allotted to trying an intervention before making any judgment about efficacy. The team schedules time to review and discuss progress reports on intervention plans being implemented.	Review a sample of <i>Intervention Record</i> forms to see if a team member is being identified to provide follow-up support to the teacher on planned interventions. Check the team agenda for time allocated to follow up discussion on previous cases. Review a sample of <i>Intervention Record</i> forms and look at pre- vs. post-measures of the target problem. Check the interval recorded using 4-6 weeks as a general rule of thumb for “reasonable.”	Measures: Essential Elements 6 (Data Evaluation)	1 2 3 4 5

GENERAL INTERPRETIVE GUIDE

Many 1s and 2s are circled:

- A highly ineffective or dysfunctional CPS team. This team will need to address all aspects of CPS to become more efficient and effective.

The majority of ratings are 3s:

- A CPS team that is currently limited in its effectiveness, but has begun the process of team development. The ultimate success of this team will depend on continued improvements in areas of need and sustainability of those improvements.

One or more 4s are circled along with 5s in other areas:

- A CPS team that has specific needs for improvement. For example, the team meets regularly, has a consistent membership, and addresses student problems in a timely manner, but fails to design, implement, evaluate, and/or keep written records of data-based interventions. This team should focus its efforts on improving specific areas of inefficiency, while maintaining the strengths it has already developed.

All 5s are circled:

- A highly effective CPS team. This team should focus on sustaining its strengths.

Adapted from: College and Career Readiness Department 4/13

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Detailed Description of Checklist Benchmarks

1. Three-tiered Instructional/Intervention Model

Tier 1 includes the instruction all students receive; Tier 2 includes additional instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small-group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and behavioral instruction and intervention within this domain.

2. Collaborative Problem-Solving

Problem Behavior Identification

Whether the teacher's concern about a student is related to academics or social adjustment, the initial description of the problem is often a general one, including labels rather than behaviors (e.g., "lazy", "unmotivated", "slow learner", "poor reader"). Effective problem solving requires the definition of the problem in terms of what the student is doing/not doing or what one could see/measure that represents the teacher's expressed concern. If multiple problems are identified, they are prioritized and targeted one at a time for intervention.

Data Collection and Analysis

An understanding of what types of data are required for decision making about interventions and how to collect/document them is essential for team members to be able to communicate with one another. The types of data needed are different from those that traditionally have been used in diagnosing student problems (e.g., information about the antecedents of a problem behavior and its consequences). Effective teams make use of their support staff with particular areas of expertise (e.g., reading or behavior) in determining how to collect data that are needed and how to interpret the data once collected. Interpretation of the data leads to generation of hypotheses about the causes of problems and to identification of desired replacement behaviors.

Pre-Intervention Problem Measurement

The development of a baseline for the target problem in quantitative terms determines whether the teacher or other team members can make any subsequent judgments about whether the student is responding to interventions that are tried. Failure to collect a pre-intervention baseline can be damaging to the student in that progress may go unrecognized and result in incorrect inferences about the severity of the problem.

Evidence-Based Intervention Availability and Usage

Schools wishing to offer an efficient intervention support process must have “off-the-shelf” intervention resources available for use by teachers. The interventions selected for use must be matched to the targeted problem and should be based upon evidence supporting their effectiveness in addressing the type of problem presented. An increasing number of resources are becoming available for use by teams in identifying these interventions. Examples include the Struggling Reader Chart and, for behavioral problems, the CD collection of tactics called Responding to Individual Differences in Education (R.I.D.E.)*.

3. Leadership

Administrator Leadership/Participation

Having an administrator take a leadership role and be seen as an active participant in team activities indicates that a school has made a priority commitment to making this type of support team a reality. Since many schools are more accustomed to a “child study” team model, one cannot assume that an intervention support team will evolve without strong and visible administrative support.

4. Building the Capacity/Infrastructure for Implementation

Regular Education Support

An intervention support team process is intended to support teachers in assisting hard-to-teach students make more progress within the regular education classroom. It is important that all parties involved understand that the goal of the process is to have the student make progress in response to well-designed interventions and that an intervention is an action initiated by an adult to increase or decrease a targeted student behavior. Referrals, evaluations, persons, or places are not interventions. When inter-disciplinary teams are seen as performing exclusively pre-referral activities for students that are to be evaluated for possible special education classification, they fail to achieve their intended purpose and staff members may experience frustration rather than support.

Consistent Team Membership and a Regular Meeting Schedule

Effective support teams are not ad hoc groups. All staff know who their team members are and what they are expected to do in each of the steps of the process. If a school aspires to use the power of teaming to support its teachers, the team must meet regularly. Teams that meet on an irregular basis or less than twice per month are not seen as vehicles for significant support in their schools. Regular meetings promote an increased sense of accountability for team members who know when they will be expected to report on cases for which they have an assigned responsibility.

Team Development Commitment

As cited in Element 3, many of our schools are more accustomed to the “child study” model. Therefore, it requires a commitment of a significant amount of time for staff members to learn and practice the new activities required to implement a genuine intervention support model. In addition to scheduling in-service training experiences on requisite skills, teams benefit from devoting a portion of their regular meeting times to self-assessment of their process and to expanding their collective repertoire of interventions.

Efficient Time and Resources Management

While teaming can be a powerful way to produce quality problem solving practices, it is important to apply only the amount of staff time that a particular task requires. For example, one team member, rather than the full team of six or seven, can confer with a teacher to develop a clear definition of a student’s problem. A tiered model allocates additional resources to problem-solving efforts when the progress monitoring data support that need. Also, a team using a structured meeting format (e.g. setting time limits to accomplish specific tasks) is far more likely to produce a meaningful product, and in a shorter amount of time. Efficient meetings also require that team members perform key roles such as meeting leader, recorder, and timekeeper.

5. Communication and Collaboration

Teacher Involvement

Teacher involvement begins when all teachers are provided with a clear understanding of the purpose of the team support process. The teacher who requests assistance must be an active participant in all of the problem-solving steps. Without this level of involvement, there is little hope that interventions, regardless of quality, will be implemented.

Parent and Student Participation

Active parent participation is an integral part of the problem-solving process. Parents are important sources of historical and environmental information about students. They should be invited to participate and be informed at all decision-making points. Parent participation is documented. Students, being served through interventions, should have a clear understanding of what is expected of them and, whenever possible, they should play an active role in self-monitoring their behavior.

6. Data Evaluations

Follow-Up for Intervention Implementation Fidelity and Fair Evaluation of Outcomes

All of the effort that goes into clearly defining a student's problem, and developing an intervention plan to address it, is often wasted because the intended intervention is not implemented. The team's involvement with intervention support must extend beyond the point of identifying the interventions and into assisting the teacher through setting them up, keeping them going, and evaluating student progress. Teachers and other team members can only make judgments about student response to interventions if the interventions identified are implemented in a manner consistent with the directions used in researching their effectiveness and if the interventions are tried for a reasonable time period before student response is measured. Premature conclusions on the effectiveness of an intervention can stop an effort that might produce positive results.

Post-Intervention Problem Measurement

The degree to which the support team's process is successful is evident in the progress that students make in response to interventions applied. Successful outcomes reinforce student and teacher efforts. Teachers are more willing to continue working with hard-to-teach students when they can see progress.

*R.I.D.E. is a computerized collection of evidence-based, behavior interventions produced by Sopris West.