



Broward County Public Schools  
Diversity, Prevention & Intervention  
**MTSS/RtI Initial Problem-Solving Meeting Agenda**  
**2017 – 2018**



- I. Welcome & Introduction Of Team Members, Roles And Responsibilities (3 minutes)\***
  - i. Lead (organizer): \_\_\_\_\_
  - ii. Facilitator: \_\_\_\_\_
  - iii. Recorder: \_\_\_\_\_
  - iv. Timekeeper: \_\_\_\_\_
  - v. Follow-up: \_\_\_\_\_
- II. Purpose of the Meeting (2 minutes)\***
  - Summary Points - Past, Present, & Future
- III. 4-Step Problem-Solving Process (20 minutes)\***
  - i. Step 1 Problem Identification (BASIS RtI CPS Referral & Initial Meeting Note)**
    - Ensure the child is being provided appropriate, research-based instruction and supports in the general education setting, with the instruction and supports provided by qualified personnel
    - Ensure data-based documentation of achievement/growth or measures of academic and/or behavior is collected and evaluated at reasonable intervals, reflecting systematic assessment of student progress during instruction, the results of which were provided to the child's parents
    - Ensure fidelity of implementation and/or exclusionary factors are impacting student's progress,
    - Present/review area(s) of concern and Universal (Tier 1) Supplemental Supports and Strategies
    - Present/review valid data and relevant supporting evidence support area(s) of concern
    - Consider/review all valid data and relevant supporting evidence to determine effectiveness of core/supplemental instruction and support
    - Respond to area(s) of concern with appropriate action determined by the SBLT/CPST
  - ii. Step 2 Problem Analysis**
    - Identify area(s) of concern based on multiple sources of data and supporting evidence
    - Identify target skill(s) and concern(s) based on multiple sources of data and supporting evidence
    - Develop and validate hypothesis statement using ICEL/RIOT and supporting evidence/documentation
    - Develop academic and/or behavioral goal(s) in the target area(s) based on valid and reliable data
    - Set ambitious, but realistic and measurable goal(s) for improvement
  - iii. Step 3 Intervention Design/Implementation**
    - Design an appropriate plan of support as determined by CPST (Tiered support plan)
    - Identify strengths, rewards and incentives to motivate the student
    - Identify intervention that addresses the identified target skill(s) and area(s) of concern
    - Identify appropriate progress monitoring tool to monitor student progress
    - Design an appropriate intervention plan, who what, when, where, and how
    - Document and distribute intervention plan (interventionist, teacher, parent)
    - Identify fidelity of implementation measures
  - iv. Step 4 Progress Monitoring**
    - Identify progress monitoring intervals and fidelity of implementation verification
    - Implement plan with fidelity
    - Facilitator reviews specifics of documented support plan(s)
    - Determine who will contact student's family to share the support plan(s)
    - Review progress monitoring data and supporting evidence
    - Provide feedback to student (ongoing)
    - Schedule progress monitoring meeting
    - Communicate progress to parent(s)/guardian(s) and other relevant stakeholder
- IV. Future Course of Actions (3 minutes)\***
  - Develop consensus/summary points of next steps
  - Determine who else needs this information
  - Determine who will communicate plan/action to interventionist/instructional staff
  - Determine who will communicate plan/action to parent/guardian
  - Determine who will communicate plan/action to student

Utilize resources to guide problem-solving: *MTSS Universal (Tier 1) Protocol, MTSS Universal (Tier 1) Guiding Questions, RIOT x ICEL Guiding Questions, MTSS Universal (Tier 1) Problem-and Solving Checklist.* \*Suggested time