# Index

Α

Chaos, turning, into compliments, example of, 8-10

#### Chinese proverb, 28 Ability Magazine, 14 Clark, A., 8-10 Academic competencies, assessing, 95-96 Classroom perspective, 23-25 Academy of Achievement, 183 Collaboration: climate of, 83; creating, 149-150; Achievement tests: passing, 147; raising scores on, 6 team, 26, 31 Additional support services, requests for, 83, 84 Collaborative environment, importance of a, 23 Administrators, perspectives of, 12, 19, 28, 45 College admissions, 147 "Advertising Success: An Exercise," 30, 32 Community perspective, 25-27 African Americans, representation of, in special Competency-based notes, writing, 26-27 education, 18 Complaints, seeing, not symptoms, 40 Alternative high school, 147-148 Concerns, talking about, 51, 53, 153 Anderson, K., 27 Confidentiality, 129 Asian Americans, representation of, in special Connie, E., 49-50 education, 18 Conversations, solution-focused: for 504 meetings, Assessment, solution-focused, 83-97 57; clues provided from, 118; increasing, 10; Attention-deficit disorder (ADD): problem-centered process of, steps in the, 50, 51-52, 53-55. See also approach to, 36; solution-focused approach to, 37 Level A conversations; Level B conversations; Attention-deficit hyperactivity disorder (ADHD): Level C conversations famous people with, 14, 15; problem-centered Cookbook strategies, applying, issue with, 17 approach to, 36; solution-focused approach to, 36 Core instruction, for all students. See Tier I Austin Independent School District, 147 Counseling interventions, during intermediate school, 129-131 В Counseling Toward Solutions (Metcalf), 34 Counselors. See School counselors Behavior, normalizing, 121 Cushing, H., 14 Behavioral competencies, assessing, 94 Benitez, C., 25 Blind Side, The (movie), 33 D Bloom, O., 13 Boundaries, fluid, using, 128 Data, new kind of, looking for, 139 Bradshaw, T., 13, 15, 97 Data-collecting phase, 140-142 Buy-in: faculty, aspects of, 147-156; parent, 26, 50; Davenport Community Schools, 27-28, 64, principal, 148; student, 50, 53 77-79, 157 "Buy-In Exercise: The Miracle School," 151 de Shazer, S., 148 Delaying evaluation, issue of, xvii Dempsey, P., 13 C Developmental competencies, assessing, 95-96 Carrey, J., 14 Developmental milestones, monitoring of, 83, 88 Carville, J., 13 Differentiated instruction, 145 Cedillo, A., 3-4, 41 Directional push, 139 Center on Teaching and Learning, 183 Diverse populations, 18-19 Change: constancy of, realizing the, 44; creating, by Documentation: of exceptions, including students doing things differently, 3-12, 41-42; in mindin, 67; of Tier I interventions, 111; of Tier II set, 141-142, 144, 147; question that reinforces interventions, 112; of Tier III interventions, 113. and promotes, 42-43; ripple effect from, See also specific forms awareness of the, 38-39; tenet involving, in the Dolan, Y., xviii counseling profession, 86 Dyslexia, famous people with, 14, 15, 16

Ε Early intervention, principle of, 137 "eBay Exercise," 152 Edison, T., 13 Education Service Center, Region 20, 47 Educational choices, 49-61 Einstein, A., 13, 17 Elementary school: creating change in, by doing things differently, 3-5; exceptional, aspects of the, 100-115; vs. high school, perspectives to consider in, 145-146; school counselor creating opportunity in, 8-10; transitioning out from, 118-119 Empowering students, 23, 25, 67, 86, 92, 147 Epston, D., 21, 36 Evaluation, delaying, issue of, xvii "Exception Findings: Level A" form, 67, 68, 69, 155 "Exception Findings: Level B" form, 71, 75 "Exception Findings: Level C" form, 86, 90, 91 "Exception Observations: Level B" form, 71, 72 "Exception Observations: Level C" form, 84, 85

Exceptions, defined, 31

Exceptions, identifying: and agreeing to explore them, 64; changing your lens for, 30; creating the context for, 128; does not require understanding or promoting insight, 39–40; focus on, beginning with, 31, 33, 84, 86, 150; helping parents with, 44; helping students with, 44, 101; importance of, 29–30; letting teachers in on, 123; in Level A conversations, 65–66; in Level B conversations, 74, 75; in Level C conversations, 88; requiring teachers to engage in, benefit of, 140; as a solution-focused step, 51, 54, 153; team approach to, 34

### F

Faculty meetings, follow-up, 150 Faculty members. See Teachers Family: issues in the, seeing past, 18; role of the, 123 Family counseling, 130 Famous people, lessons from, 13-19 Feedback: importance of, 102; integrating, into lesson plans, 44; learning, 106, 107, 110; sharing, 64 Female students, representation of, in special education, 18 Files, keeping, 33-34, 67 First Step Counselors, role of, and referral to, 131-132 "504 Conversation for Success" form, 56, 57 504 meetings: applying a solution-focused process to, 56, 60; purpose of, 55 "504 Meeting Summary for Teachers" form, 56, 58, 59 504 plan: defined, 55; referral for a, 110 Fluid boundaries, using, 128

Follow-up meetings: faculty, 150; Level A, 67, 69; Level B, 71; Level C, 86 Frequent flyers' group, classified as a, 129 Fresh starts, providing, 5 Future, the, teachers as students' guide to, 137

### G

Gateway to College (GTC) conference, 97
Gatlin, P., 5, 41, 117, 134
Gender, representation by, in special education, 18
General classroom, remaining in the. See Least restricted environment (LRE), remaining in the Glasser, W., 23
Goal setting: including students or parents in, 37–38; in Level A conversations, 65; in Level B conversations, 73; in Level C conversations, 87; as the meeting purpose, 86; as a solution-focused step, 51, 53–54, 153
Goals monitoring and documenting 67. See also

Goals, monitoring and documenting, 67. See also Scaling progress Goal-setting question, 148 Goldberg, W., 13, 15, 17, 18, 97 Gonzalo Garza Independence High School, 147-148, 183 Great Schools, 183

Group counseling, during intermediate school, 129

#### Н

Happy Dyslexic, 183 Health screening, 35, 83 HealthCentral, 184 Hearing screening, 35, 83, 84, 88 Hidden curriculum, 118 High school: alternative, solution-focused approach at an, 147-148; creating change in, by doing things differently, 6-8; vs. elementary school, perspectives to consider in, 145-146; possibilities in, opening the door to, aspects of, 135-146 Hilfiger, T., 13, 14, 97 Hispanics, representation of, in special education, 18 Hope: creating, 92; cultivating, 90; instilling, 86 Hopes, identifying: in Level A conversations, 65; in Level B conversations, 73; in Level C conversations, 87 Horner, J., 16, 17 "How to Focus Your Conversation on Solutions" form: template of, 51-52, 153-154; using the, 50, 152

#### ı

Individual attention, power of, in high school, 145 Individual counseling, during intermediate school, 130

Individualized Education Plan (IEP), solution-focused, developing a, 34, 54, 90, 92, *93–96* 

Individuals with Disabilities Education Act (IDEA), xviii, 27–28

Institute for Solution-Focused Therapy, xviii, 184 Intensive individualized interventions.

See Tier III

Intermediate school: creating change in, by doing things differently, 5; solutions for, aspects of, 117–134; transitioning into and out from, 118–119

Internet resources, list of, 183–184 Interventionists, role of, and referral to, 131–132

Invisible problems, 118

Invitations, phrasing of, importance of, 63–64 Irving, J., 14

# J

Jewel, 14

Joe Witt—Research and Resources on STEEP and RTI, 183

# Κ

Keep it Simple (Bradshaw), 15 King, D. S., 13 King, M. L., Jr., 13 Knightley, K., 13, 15

#### ı

Lab for Instructional Consultation Teams, 183 Labeling: avoiding, challenge of, 140–141; problem with, 36, 79

Lauren, J., 16

Learning disability identification, removing, from the forefront of interventions, 18

"Learning Feedback" form, 106, 107, 110

Least restricted environment (LRE), remaining in the, xviii, 27, 77, 144, 145

Leno, J., 13

Lens, changing your, 30, 37, 44, 45, 150

Level A conversations: described, 64, 67, 68, 69; gathering notes from, 84; making copies of, 67; and referral to special education, 64; template for, 65–66

Level A meetings: described, as the first step, 64; exception findings for, 67, 68, 69, 78; follow up to, 67, 69; at a glance, 155; groundwork provided by, 83, 108; perspectives to consider before referral for, 69–70; proceeding to, 150; staying solution focused in, assisting with, 150

Level B conversations: benefit of, 139; described, 71; gathering notes from, 84; making copies of, 78; and referral to special education, 64; template for, 73–74

Level B meetings: case example of, 77–79; described, 71; exception findings for, 71, 75; follow up to, 71; at a glance, 155; groundwork provided by, 83, 108; as more than a meeting, 76–77; observations for, 71, 72; proceeding to, 64, 69, 150; referral process stopping at, example of, 77; setting the tone for, example of, 142–143; staying solution focused in, assisting with, 150

Level C conversations: focus in, 84, 86; and referral to special education, 64; template for, 87–89

Level C meetings: completion of, action taking following, 110; described, 83–84; exception findings for, 86, 90, 91; at a glance, 155; observations for, 90; proceeding to, 71, 150 Life stories, writing new, 124–127

## M

Male students, representation of, in special education, 18

Medical exam records, 84

Medications, 84

Meetings. See specific type

Metcalf, L., 28, 67, 78

Middle school, creating change in, by doing things differently, 5–6. See also Intermediate school

Mind-set, change in, 141–142, 144, 147–148

Miracle question: described, 148–149; letting teachers in on the, 123; using the, 7, 8–9, 56, 57, 129, 135, 143, 144

Miracle workers, 156

Monitoring, 83

Motivation: increased, 21, 67; key to, 22

#### Ν

Narrative Means to Therapeutic Ends (Epston and White), 21
National Reading Styles Institute, 183
Native Americans, representation of, in special education, 18
Non-pathological approach, using a, 34, 36
Normalizing behavior, 121
Notes home, sending, 26–27, 67

#### 0

O'Hanlon, W., 34

Opportunity: creating, in elementary school, 8–10; keeping the door open to, 145; unlocking, 142–143

Oppositional defiant disorder (ODD): problemcentered approach to, 36; solution-focused approach to, 37

Ownership: increased, 21; providing, 4

P

Paper trails, requiring, issue with, xvii. See also Documentation

Paperwork: abundance of, 148; cumbersome, xviii; less, 10, 149

Paradigm shift, as requisite, 11. See also Mind-set, change in

Parent conferences, solution-focused approach to, 26, 63-69

Parent contact, maintaining, importance of, 144 Parental input, power of, 76

Parents, including: buy-in resulting from, 26, 50; in defining the goal, 37–38; by helping them to notice changes, 44; importance of, 25–27; systemically, result of, 77. See also Team approach Pennington, T., 13, 14

Perspectives: classroom, 23–25; community, 25–27; enriching, aspects of, 21–28; systemic, 22–23

Perspectives to consider: for elementary school, 115; for getting buy-in, 147–156; for high school vs. elementary school, 145–146; for intermediate school, 133–134; for Tier I, 12, 19, 28, 45; for Tier II, 60–61, 69–70, 79; for Tier III, 97

Phelps, M., 13

Physical competencies, assessing, 93

Preventive response, 102

Pre-vocational competencies, assessing, 94–95 Principals: getting buy-in from, 148; who embrace solution-focused RTI, role of, 22–23

Proactive response, 102

Problem-centered RTI approach: to disabilities, 36; focus of a, issue with the, xviii, 143–144, 157; to IEPs, 90; and the role of the family, 123; shift from a, 10–11, 17, 34, 49, 142

Problem-focused SIT meetings, 108 Push, directional, 139

# Q

Questions, new, asking, 101. See also Miracle question; Rating question Quick interventions, 127–128

# R

Rating question: examples of using, 4, 8, 9, 121, 137, 144; letting teachers in on the, 123; in Level A conversations, 65; in Level B conversations, 73; in Level C conversations, 87; as a solution-focused step, 52, 55, 154

Reachable and teachable, seeing all students as, 138 Referrals: to a psychologist or campus

interventionist, 131-132; to special education, 34, 90, 92, 110

Reflection, role of, 132–133

Rehabilitation Act (1973), 55

Reid, C., 135, 146

Relationship building: as key motivator, 22; and the ripple effect, 39

Research-based best practices: choosing, using exceptions for, 31; failure of, assumption made after, 49; when to suggest applying, 50

Resources: list of, 183–184; using all available, 31 Respect: gaining, 23; increased, 21; leading with, 147; school showing, 53

Response to Intervention (RTI): core assumptions of traditional, 136–137, 138; criticism of, on Wikipedia, xvii; intention of, xvii; and the intermediate school structure, 119; mandating of, 148; poem on, 99–100. *See also* Problemcentered RTI approach; Solution-focused RTI approach

Ripple effect: awareness of the, 38–39; producing the, 148; touting the, 147

Rockefeller, N., 14

Romine, T., 6, 22, 41

RTI continuum, moving along the, 108, 110 "RTI Documentation: Tier I Intervention" form, 111

"RTI Documentation: Tier II Intervention" form, 112

"RTI Documentation: Tier III Intervention" form, 113

RTI files, keeping, 33-34, 67

RTI meetings: addressing strategies in, 33; conversations that take place in, clues provided by, 118; focus of, 108; including parents and students in, 26; invitations to, phrasing of, importance of, 63–64; perspectives for conducting, 79. *See also* Level A meetings; Level B meetings; Level C meetings

RTI review team, 33

RTI teams. See Team approach

#### S

Santa Fe Elementary School, 25–26

Scaling progress, 74

Scholastic: A Comprehensive Reading Intervention Solution, 183

School climate, altering, 23

School counselors: creating opportunity in elementary school, example of, 8–10; involvement of, in the RTI process, as critical, 139–140; perspectives of, 12, 19, 28, 45; referral to, 131–132; role of, in Tier I, 120; who embrace solution-focused RTI, role of, 23

Schultz, P., 14

Schwab, C., 13, 14, 17

Scientifically Based Research - A Link from Research to Practice, 183

Sea of experiences analogy, 100–101

Search-and-rescue effort, 130

Self-awareness, student, power of, 76

Separation anxiety, examples of, in intermediate school, 120-123

SIT meetings, 108

Social support mechanism, 130 Solution-focused RTI approach: applications of, 27-28; beginning the, suggestions for, 31-34; defining the process of, 10-11; and diverse populations, 18-19; at a glance, 35, 155; guidelines for, 29-45; implementation of the, staying focused on, assisting with, 150; intention of the, xviii, xix, 49; introducing, in high school, 136, 137, 139; letting students in on the, 123; making the choice of the, 49-50; possibilities for intervention in the, 19; practice of, core ideas in the, 34, 36–45; proven results from the, 157; reflection in, role of, 132-133; and the role of the family, 123; source of the, xviii; and traditional RTI core assumptions, 136-137; as the way to a mind-set change, 141-142. See also specific aspects of a solution-focused RTI approach

"Solution-Focused RTI at a Glance" form, 35, 150, 152, 155

"Solution-Focused RTI Conversation: Level A" form, 65–66, 67, 155

"Solution-Focused RTI Conversation: Level B" form, 71, 73–74

"Solution-Focused RTI Conversation: Level C" form, 86, 87–89

Speakers, parents as, integration of, 26
Special education: accelerated number of students placed in, issue with, 148; cost of, as an issue, xvii; decrease in referrals for, xix, 21, 27, 64, 157; diverse populations represented in, 18; eligibility for placement in, full evaluation of, obtaining consent for, 83; referring for, following RTI, 34, 77, 90, 92, 110; rushing into testing for, problem of, 141

Special education students: achievement by, 6; number of, national average for, 19

Spielberg, S., 16

State board of education, investigation by the, 148 Steps That Create a Solution-Focused Direction guide, 50-55

Strategies: addressing, in RTI meetings, 33; identifying, in 504 meetings, 56, 58, 59; unique, discovering, 16-18

Strategies, developing: in Level A conversations, 66; in Level B conversations, 74; in Level C conversations, 88–89

Strengths and abilities: focusing on, 42–43, 135; identifying, 102

Student empowerment, 23, 25, 67, 86, 92, 147 Student Intervention Team (SIT), 108, 114 Student self-awareness, power of, 76

"Student Survey" form, 102, 104

Student worldviews: cooperating with, 40-41; stepping into, example of, 125

Students, including: beginning with, 31; buy-in resulting from, 50, 53; in defining the goal, 37–38; by helping them to notice changes, 44–45; importance of, 21, 22, 23, 23–25, 26, 142; initially holding off on, 84; systemically, result of, 77. *See also* Team approach

Swanson, C., 18 Switzer, S., 99 Symptoms, seeing past, 40 Systemic perspective, 22–23

#### Т

Target setting, 66

Targeted instructional interventions. *See* Tier II Task setting, short-term, engaging in conversation about, *52*, *55*, *154* 

Teachers: follow-up meetings with, 150; introducing solution-focused RTI to, 136, 137, 139; most difficult stage for, 140–141; perceptions of, power of, to influence student behavior, 141; perspectives of, 12, 19, 28, 45; as students' guide to the future, 137

Team approach: creating a, to turn chaos into compliments, 8–10; to developing and delivering strategies, 33; to identifying exceptions, 34; in Level B conversations, 71–79; to reviewing the RTI program, 33; in a solution-focused approach, xviii, xix, 17, 24. See also Parents, including; Students, including

Team collaboration, 26, 31

Texas Assessment of Knowledge and Skills (TAKS), 119

Texas Essential Knowledge and Skills (TEKS), 184
Tier I: in action, elementary examples of, 104–106, 107; aspects of, 3–45; beginning of, experiences leading to, 100–101; brief and effective interventions in, 127–128; continuing support from, 109; as the data-collecting phase, during high school, 140–142; documentation of interventions for, 111; in the elementary school, described, 101–102; how solution-focused RTI meets the objective of, 35; and individual attention, 145; materials for, looking at, and changing, 142; moving a student from, 144; overview of, 1; referrals in, during intermediate school, 119; and the RTI continuum, 108; the school counselor and, 120; student survey for, 103

Tier II: in action, elementary examples of, 108–110; aspects of, 49–79; counseling interventions in, during intermediate school, 129–131; documentation of interventions for, *112*; in the elementary school, described, 106, 108; how solution-focused RTI meets the objective of, *35*; and individual attention, 145; moving a student from, 144–145; moving a student to, 144; overview of, 47; and parental contact, 144;

recommending a student for, example of, 109, 114; and the RTI continuum, 108; unlocking opportunity in, during high school, 142-143 Tier III: in action, elementary examples of, 110, 114; aspects of, 83-156; documentation of interventions for, 113; in the elementary school, described, 110; as a form of differentiated instruction, 145; how solution-focused RTI meets the objective of, 35; interventions for, during intermediate school, 131-132; moving a student to, 144-145; overview of, 81; recommending a student for, example of, 114; referring to, 71; and the RTI continuum, 108 Tiers: meeting objectives of the, at a glance, 35; moving between, 108, 110; using fluid boundaries between, 128 Transition years, 118-119

#### U

Ultimate tool, 118 Union County Public Schools, 83, 184 Unique strategies, discovering, importance of, 16–18
Using Technology to Support Diverse
Learners, 183

#### V

Vaughn, V., 13 Vega, H., 64 Vision screening, 35, 83, 84, 88, 90 Vocational competencies, assessing, 94–95

# W

Wagley, J., 38 Weiner-Davis, M., 34 White, M., 36, 40 Whites, representation of, in special education, 18 Wikipedia, xvii Winkler, H., 13