

Take a moment to reflect on your skills and comfort in monitoring intervention implementation. Look over the list of skills below and then ask yourself the following questions:

Key Implementation Monitoring Skills

- Checking in early to see how things are going
- Observing in the classroom when the intervention is occurring
- Gathering data to provide personalized feedback on intervention implementation
- Summarizing data to provide performance feedback
- Providing feedback in a nonjudgmental and understanding manner
- Problem solving barriers to implementing the intervention or parts of the intervention
- Being flexible and revising the implementation plan as needed

- What are the aspects of supporting intervention implementation that I do especially well?
- What are the aspects of monitoring interventions and problem solving that I could improve upon?
- What will get in the way of me being an effective problem solver with teachers?
- How can I overcome these potential challenges?
- What is one thing I would like to improve upon when it comes to supporting teachers in implementing interventions?

Complete the following sentences in your own words:

Improving my skills in monitoring interventions and problem solving is important for me because...

I am confident that I can improve my skills in monitoring interventions and problem solving because...

Challenges	Tips from the Field
<p><i>“ The teacher forgets to complete the self-monitoring form.</i></p>	<p>It can be hard for teachers to remember to complete the self-monitoring form. You can help by printing several forms for the teacher in advance. You could put the forms on a clipboard that the teacher places in a location they frequently view. You can also remind them via e-mail to complete the form.</p>
<p><i>“ When I came to observe in the classroom, the teacher was not using the intervention. When I gave her this feedback, she stated that she uses the intervention during a different time of the day.</i></p>	<p>Clarify with the teacher in advance that you are coming to observe them using the intervention. Also, if the intervention is one that is discrete (only occurs for a specific period of time), make sure the teacher notices you are in the classroom and, if possible, make sure the intervention will be occurring while you are there.</p>
<p><i>“ It has been over a week since we planned the intervention, and the teacher has not started the intervention in the classroom.</i></p>	<p>You may want to find a way to meet with the teacher to determine what is getting in the way of starting the intervention. You could plan to come into the classroom and model the intervention to help support the teacher in getting started. Perhaps the teacher has realized some of the plan is not feasible for them in their classroom. If so, you could work together to revise the plan.</p>
<p><i>“ I have observed in the classroom and given the teacher performance feedback, but there has not been improvement in how the intervention is implemented.</i></p>	<p>If performance feedback is not helping the teacher, they may need additional support to learn the skills needed. You could meet with the teacher to model the new skills and allow them to practice with you. It can also be very helpful for a teacher to see you model the intervention with their students. Problem solving with the teacher to determine what may be most challenging can lead to helpful solutions.</p>