

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

Key Intervention Evaluation Skills

- Knowing if the intervention was implemented as intended
- Gathering data on the area(s) targeted by the intervention
- Summarizing evaluation data in a nonjudgmental manner
- Problem solving when the intervention needs to be adjusted
- Encouraging teachers to continue implementing an intervention when it is working

- What are the aspects of evaluating interventions that I do especially well?
- What are the aspects of evaluating 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 evaluating interventions?

Complete the following sentences in your own words:

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

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

Challenges	Tips from the Field
<p><i>The teacher asks me to observe during a time when the intervention is not in place.</i></p>	<p>In the past, you had asked teachers to observe in their classroom at the worst time of the day. This may not be when the intervention is being implemented. Clarify with the teacher that to evaluate the intervention effectiveness, it needs to be during a time that it is in use. For some more general intervention strategies (e.g., using active supervision), the worst time of day may be the best time to observe. However, if the intervention is NOT being implemented, you CANNOT determine if it is working.</p>
<p><i>When I came to observe in the classroom, the teacher was not implementing the intervention well.</i></p>	<p>In this case, you will want to problem solve around how to overcome barriers to implementation or how to improve implementation of particular components of the intervention. You could acknowledge that implementing new strategies can be challenging, but they won't work if they are not implemented well.</p>
<p><i>There was little to no improvement with regard to my observational data, but the teacher feels like the intervention is working.</i></p>	<p>Sometimes when someone is working on new skills and interventions, they feel like things are changing. This is great because the teacher may be feeling some buy-in to continue the intervention. Share your data and continue to evaluate the intervention. If the data continue to show no progress, consider what components of the intervention the teacher is doing well and how other components might be bolstered for greater improvement.</p>
<p><i>The intervention is working well. The teacher wants to move on to doing something different.</i></p>	<p>It is very common for teachers to want to stop an intervention when it is working. However, the intervention is what is providing the needed structure for the students to be successful. You will want to strongly encourage the teacher to continue with the intervention. The interventions guided by the CCU process are all effective classroom management practices that can simply become part of what the teacher does now and with future classrooms. Encourage them to continue.</p>