District:       Building:

**Individual Problem Solving Form**

Student name:       Grade:       Date:

Problem Solving Team Members:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Area of concern: | Behavior | Reading | Math | Writing | Other (describe) |
| (indicate primary area) |

***Step 1: Problem Identification (What is the problem?)***

|  |
| --- |
| **Student present level of performance:** |
| **Expected student level of performance:** |
| **Magnitude of discrepancy:** |
| **Problem Definition:** |
| **Replacement behavior or target skill:** |

***Step 2: Problem Analysis (Why is it happening?)***

|  |  |
| --- | --- |
| Domain | Relevant Known Information |
| Instruction  ***(e.g. pacing, corrective feedback, explicitness, opportunities to practice, engagement, etc)*** |  |
| Curriculum  ***(e.g. skills taught, instructional materials, scope & sequence, expected outcomes, previous interventions, etc)*** |  |
| Environment  ***(e.g. room setup, peer influence, expectations and rules, behavior management system, etc)*** |  |
| Learner  ***(e.g. academic skills, behavioral concerns, etc)*** |  |

Based on the above information (instruction, curriculum, environment, & learner) why do you think the current problem is occurring and what is the predicted result of an appropriately matched intervention?

**Problem Hypothesis:** The problem is occurring because

**Prediction:** The problem will be reduced if

**Data used to validate hypothesis:**

**Do you have enough information to complete the problem analysis and develop an intervention? If no, what else is needed and who will be responsible for collecting it?**

***Step 3: Plan Development (What are we going to do?)***

Student name:       Grade:       Date:

Target skill:

Goal (This intervention will be successful if…):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **What will be done?**  (actions taken, target skills taught, curriculum/materials used) | **How will it be done?**  (instructional strategies, etc) | **Who is responsible?** | **Where will it occur?** | **How often? (**days per week & min per day? | **Group size?** |
|  |  |  |  |  |  |
| **Progress monitoring plan** | **What materials will be used?** | **Who is responsible?** | **How often?** | **Decision Rule?** | |
|  |  |  |  |  | |
| **Fidelity plan** | **What data will be collected?** | **Who is responsible?** | **How often will it be collected?** | **Minimum standard for fidelity?** | |
|  |  |  |  |  | |

Follow up date:

***Step 4: Plan Implementation & Evaluation (Did it work?)***

\*Attach graphed data

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance:** | # of intervention days attended: | | |  | Total # of intervention days: | | |  | % of intervention sessions attended | | |  |
| **Intervention fidelity data:** **Minimum standard met?** Yes No | | | | | | | | | | | | |
| **Student rate of progress:** | |  | | | | **Peer/Expected rate of progress:** | | | |  | | |
| **Less progress than expectation/peers**  **More progress**  **Same progress** | | | | | | | | | | | | |
| **Student level of performance:** | | |  | | | | **Expected student level of performance:** | | | |  | |
| **Magnitude of discrepancy:** | | |  | | | | | | | | | |
| **Less discrepant than expectation/peers** **More discrepant** **Same level of discrepancy** | | | | | | | | | | | | |
| **If less discrepant/good progress:** Continue current intervention? Yes No  Fade intervention support? Yes No | | | | | | | | | | | | |
| **If more discrepant/poor progress:** Was the intervention implemented as planned? Yes No  Do we need to Intensify supports? Yes No Refer for special education evaluation? Yes No | | | | | | | | | | | | |
| **If discrepancy the same/average progress:** Was the intervention implemented as planned? Yes No  Do we need to Intensify supports? Yes No Refer for special education evaluation? Yes No | | | | | | | | | | | | |
| **Comments/Actions/Next Steps:** | | | | | | | | | | | | |