Individual Problem Solving Self-Assessment

Component	Needs Improvement	Acceptable Practice	Best Practice
STEP 1: PROBLEM IDENTIFICATION			
1. Present level of performance	No present level of performance is identified **_OR_** present level of performance is not based on data.	Present level of performance is clearly defined using a single data source/data point.	Present level of performance is clearly defined using multiple data sources and/or multiple data points.
2. Expected level of performance	Expected level of performance is not clearly defined or defined without using data.	Expected level of performance is clearly defined using data but is not based on the most appropriate grade level peer comparison or research-based standard/benchmark.	Expected level of performance is (1) clearly defined using data and (2) based on an appropriate grade level peer comparison or research-based standard/benchmark.
3. Magnitude of discrepancy	Magnitude of discrepancy is not clearly identified and not quantified numerically.	Magnitude of discrepancy is clearly identified and quantified numerically.	
4. Problem definition	Problem definition is written in general terms and meets **_1 or less_** of the following criteria: 1) Objective 2) Clear 3) Complete	Problem definition meets **_2_** of the following criteria: 1) Objective 2) Clear 3) Complete	Problem definition meets **_ALL_** of the following criteria: 1) Objective (observable & measurable) 2) Clear (passes the stranger test) 3) Complete (includes examples and non-examples when appropriate)
5. Replacement behavior or target skill	No desired replacement behavior or target skill identified.	Desired behavior or target skill clearly identified but not linked to expected level of performance.	Desired behavior or target skill clearly identified and linked to expected level of performance.

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STEP 2: PROBLEM ANALYSIS			
1. Data collected in multiple domains	Data not collected and discussed in **_ALL_** domains: 1) Instruction 2) Curriculum 3) Environment 4) Learner	Data collected and discussed in **_ALL_** domains: 1) Instruction 2) Curriculum 3) Environment 4) Learner Both relevant/alterable and irrelevant/unalterable factors in these domains are used to develop hypothesis and intervention.	Data collected and discussed in **_ALL_** domains: 1) Instruction 2) Curriculum 3) Environment 4) Learner Only relevant/alterable factors in these domains are used to develop hypothesis and intervention.
2. Problem hypothesis	Problem hypothesis not clearly defined and/or focused on irrelevant, unalterable factors.	Problem hypothesis based on a single data source and focused on relevant, alterable factors.	Problem hypothesis based on multiple data sources and focused on relevant, alterable factors.
3. Prediction statement	No prediction statement written **_OR_** prediction statement not linked to problem hypothesis.	Prediction statement directly linked to problem hypothesis.	
4. Data used to validate hypothesis	No data used to validate confirm/reject hypothesis.	One data source used to confirm/reject hypothesis.	Multiple data sources used to confirm/reject hypothesis.
5. Data collected sufficient to develop intervention plan	Team proceeded without sufficient data to develop appropriately matched intervention plan.	Team agreed on sufficiency of data to develop appropriately matched intervention plan. If data not sufficient, plan created to collect additional data.	

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STEP 3: PLAN DEVELOPMENT			
1. Intervention goal	Goal meets **2 or less** of the following criteria: 1) Measurable 2) Meaningful (based on the problem definition) 3) Able to be monitored 4) Closes the gap	Goal meets **3** of the following criteria: 1) Measurable 2) Meaningful (based on the problem definition) 3) Able to be monitored 4) Closes the gap	Goal meets **ALL** of the following criteria: 1) Measurable 2) Meaningful (based on the problem definition) 3) Able to be monitored 4) Closes the gap
2. Intervention plan	Intervention plan not directly linked to problem hypothesis/prediction and/or includes **2 or less** of the following: 1) What will be done? 2) How will it be done? 3) Who is responsible? 4) Where will it occur? 5) How Often? 6) *Group Size*?	Intervention plan directly linked to problem hypothesis/prediction and includes: 1) What will be done? 2) How will it be done? **AND at least 2** of the following: 3) Who is responsible? 4) Where will it occur? 5) How Often? 6) *Group Size*?	Intervention plan directly linked to problem hypothesis/prediction and includes **ALL** of the following: 1) What will be done? 2) How will it be done? 3) Who is responsible? 4) Where will it occur? 5) How Often? 6) *Group Size*?
3. Progress monitoring plan	Progress monitoring plan includes **2 or less** of the following: 1) What materials will be used? 2) Who is responsible? 3) How often it will occur? 4) Decision rule for success?	Progress monitoring plan includes: 1) What materials will be used? **AND 2** of the following 2) Who is responsible? 3) How often it will occur? 4) Decision rule for success?	Progress monitoring includes **ALL** of the following: 1) What materials will be used? 2) Who is responsible? 3) How often it will occur? 4) Decision rule for success?
4. Intervention fidelity monitoring plan	No plan for monitoring intervention fidelity is clearly indicated.	Fidelity monitoring plan includes **3** of the following: 1) What data will be collected? 2) How often? 3) Who is responsible? 4) Minimum standard for fidelity?	Fidelity monitoring plan includes **ALL** of the following: 1) What data will be collected? 2) How often? 3) Who is responsible? 4) Minimum standard for fidelity?
5. Follow-up date	No follow-up date scheduled.	Follow-up scheduled on a date that **MOST** problem-solving team members are available.	Follow-up scheduled on a date that **ALL** problem-solving team members are available.

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STEP 4: PLAN IMPLEMENTATION & EVALUATION			
1. Attendance and intervention fidelity data	No formal attendance and/or fidelity data was collected or discussed.	Attendance and fidelity data collected and discussed, but not clearly summarized.	Attendance and fidelity data clearly summarized. Fidelity data collected more than once and evaluated to determine if minimum criteria met.
2. Progress monitoring graph	Student data is irregularly or infrequently recorded on progress monitoring graph. Graph is missing several essential components (e.g. labels for time & scale of improvement, baseline data, aimline, goal, etc).	Student data is regularly recorded on progress monitoring graph at intervals specified in progress monitoring plan. Graph includes baseline data, aimline, and goal but is missing other essential components (e.g. labels for time & scale of improvement, etc).	Student data is regularly recorded on progress monitoring graph at intervals specified in progress monitoring plan. Graph includes all essential components (e.g. labels for time & scale of improvement, baseline data, aimline, goal, etc).
3. Student rate of progress	Rate of progress for target student and peer/expectation not clearly identified or quantified numerically.	Rate of progress clearly identified and quantified numerically for target student **_AND_** for peers or expected rate. Comparison between student and peer/expected rate is not clearly indicated.	Rate of progress clearly identified and quantified numerically for target student **_AND_** for peers or expected rate. Comparison between student and peer/expected rate is clearly indicated.
4. Magnitude of discrepancy	Post-intervention student level of performance and expected level of performance not clearly indicated using data. Magnitude of discrepancy unclear.	Post-intervention student level of performance **_AND_** expected level of performance are clearly indicated using data. No magnitude of discrepancy listed.	Post-intervention student level of performance **_AND_** expected level of performance are clearly indicated using data. Magnitude of discrepancy is quantified numerically and compared to pre-intervention discrepancy.
5. Next steps	No clear plan for next steps indicated.	Next steps clearly indicated and directly linked to intervention outcomes (i.e. student progress, magnitude of discrepancy, intervention fidelity, etc).	

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Step	Needs Improvement	Acceptable Practice	Best Practice	Next Steps
SUMMARY				
Step 1: Problem Identification				
Step 2: Problem Analysis				
Step 3: Plan Development				
Step 4: Plan Implementation & Evaluation				

School: _____   Team members: _____   Date: _____