**Individual Problem Solving Form**

**Student name:**  **Grade:**  **School:** **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:** |

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

|  |  |  |
| --- | --- | --- |
| Domain | Relevant Known Information | |
| **INSTRUCTION**   * *Is the student present for instruction (****attendance****)?* * *Is instruction* ***explicit*** *(i.e., model-lead-test format)?* * *Is the* ***pacing*** *brisk (frequent opportunities to respond)?* * *Is* ***corrective feedback*** *provided?* * *Are* ***engagement*** *strategies used?* * *Other?* | **CORE:** | **INTERVENTIONS:** |
| **CURRICULUM**   * *Are the skills taught* ***matched*** *to student need?* * *Is curriculum* ***evidence-based****?* * *Is curriculum the* ***right level of difficulty****?* * *Is curriculum taught with* ***fidelity****?* * *Other?* | **CORE:** | **INTERVENTIONS:** |
| **ENVIRONMENT**   * *Is the* ***physical setup*** *conducive to learning?* * *Does* ***behavior management system*** *support & reinforce student learning?* * *Is there a positive* ***student-teacher relationship*** *where the student feels valued?* * *Is the student’s* ***culture*** *honored and valued?* * *Other?* | **CORE:** | **INTERVENTIONS:** |
| **LEARNER**   * ***Any health/developmental*** *concerns?* * ***Parental*** *concerns?* * ***Behavioral*** *concerns?* * ***English Language*** *Difficulties?* * ***Acculturation*** *issues?* * *Current and past* ***academic skills****?* * *Other?* |  | |

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…):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CURRICULUM:**  **What will we teach?**  (Target skills, curriculum/materials) | **INSTRUCTION:**  **How will we teach it?**  (Instructional strategies, etc.) | **ENVIRONMENT:**  **Where will it be taught?**  (Frequency, Time, Group size, Behavior supports, etc.) | **Other LEARNER Supports** | **Who will implement?** | |
| **Core:**  **Intervention:** | **Core:**  **Intervention:** | **Core:**  **Intervention:** |  |  | |
| **Progress monitoring plan** | **What materials will be used?** | | **Who will implement?** | **How often?** | |
|  |  | |  |  | |
| **Fidelity plan** | **What data will be collected?** | | **Who is responsible?** | **How often collected?** | **Standard for fidelity?** |
|  |  | |  |  |  |

**Follow up date:**

**Additional Comments:**

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

\*Attach graphed data

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ATTENDANCE** | | | | | | | | |
| # of intervention days attended: |  | Total # of intervention days: | | |  | | % of intervention sessions attended |  |
|  | | | | | | | | |
| **IMPLEMENTATION FIDELITY** | | | | | | | | |
| **Based on Fidelity Data, was the intervention implemented with fidelity?** |  | | | | | | | |
|  | | | | | | | | |
| **STUDENT PROGRESS / RATE OF IMPROVEMENT (ROI)** | | | | | | | | |
| **STUDENT RATE OF IMPROVEMENT:** |  | **As compared to peers/expected ROIs, this student made:** | | **MORE** progress than peers/expected  **LESS** progress than peers/expected  **SIMIILAR** progress to peers/expected | | | | |
| **SCHOOL PEER RATE OF IMPROVEMENT:** |  |
| **DISTRICT PEER RATE OF IMPROVEMENT:** |  |
| **INTERVENTION GROUP RATE OF IMPROVEMENT:** |  |
| **TARGETED RATE OF IMPROVEMENT:** |  |
|  | | | | | | | | |
| **LEVEL OF PERFORMANCE / DISCREPANCY FROM PEERS OR STANDARD** | | | | | | | | |
| **STUDENT LEVEL OF PERFORMANCE:** |  | **Current discrepancy is:** |  | **Which is:** | | **MORE** discrepant than before intervention  **LESS** discrepant than before intervention  **SAME** level of discrepancy as before intervention | | |
| **EXPECTED OR PEER LEVEL OF PERFORMANCE:** |  |
|  |  |  |  |  | |  | | |
| **NEXT STEPS** | | | | | | | | |
| **If the student is LESS discrepant than before intervention and made MORE progress than expected:**  Will the teamcontinue current intervention or Fade Intervention Support Continue Fade | | | | | | | | |
| **If the student is MORE discrepant than before intervention and made POOR progress OR Discrepancy is the SAME and AVERAGE Progress was made:**  Was the intervention implemented as planned? Yes No Do we need to Intensify supports? Yes No  Will we refer for special education evaluation? Yes No | | | | | | | | |
| **Comments/Actions/Next Steps:** | | | | | | | | |