

Appendix B
Problem-Solving/Rtl Worksheet
 (For Individual Student Concerns)

Date	School	
Student	Grade	Teacher

General description of concern:

STEP I – Problem Identification: What is the problem?

1. What is the benchmark/expected level of performance? _____

 2. What is the student’s current level of performance? (Be sure to include data that directly assesses the target skill you want the student to perform.) _____

 3. What is the peer level of performance? _____

 4. What percentage of students in the classroom demonstrate this discrepancy?

 5. Gap Analysis:
 Benchmark & Student _____
 Benchmark & Peer _____
 Peer & Student _____

 6. What is the replacement behavior or target skill? (measurable, observable, reportable)

 7. At what tier will this problem be addressed? (circle one) Tier 1, Tier 2, Tier 3

 8. Do we have enough information to complete Problem Identification? _____
 If yes, go to Problem Analysis.
 If no, what information is still needed? _____

- When will we meet again? _____

STEP II: Problem Analysis: Why is it occurring?

Replacement behavior or target skill (from #6, Section 1: Problem Identification)

Based on available data (gathered through review, interview, observation, testing), why do you think the replacement behavior is not occurring and what is the predicted result of actions you might take?

Below, record each hypothesis for why the replacement behavior is not occurring along with its matched prediction statement. Provide any data used to validate or refute each hypothesis, and circle Yes to indicate that the data supported the hypothesis or No to indicate that it did not.

Hypothesis

(What are the most likely reasons this problem is occurring? – address potential domains of instruction, curriculum, environment, learner)

Prediction Statement

(Based upon what we've learned, what could be changed about the instruction, curriculum, and/or environment in order to enable the student to learn?)

"The problem is occurring because _____." "If _____ would occur, then the problem would be reduced."

Hypothesis 1: _____

Prediction Statement 1: _____

Relevant Data: _____ Validated Yes/No

Hypothesis 2: _____

Prediction Statement 2: _____

Relevant Data: _____ Validated Yes/No

Hypothesis 3: _____

Prediction Statement 3: _____

Relevant Data: _____ Validated Yes/No

Hypothesis 4: _____

Prediction Statement 4: _____

Relevant Data: _____ Validated Yes/No

Do we have enough information to complete Problem Analysis? _____

If yes, go to Intervention Implementation

If no, what information is still needed? _____

When will we meet again? _____

Step III: Intervention Implementation: What are we going to do about it?
Comprehensive Intervention Plan Worksheet

Who is the intervention plan being developed for? _____
 What is the replacement behavior/target skill? _____
 What is the expected level of performance? _____
 What is the current level of performance? _____

Verified Hypotheses	Intervention Plan	Support Plan	Monitoring Fidelity	Monitoring Plan for Determining Student Progress
	<u>Who</u> is responsible? <u>What</u> will be done? <u>When</u> will it occur? <u>Where</u> will it occur?	<u>Who</u> is responsible? <u>What</u> will be done? <u>When</u> will it occur? <u>Where</u> will it occur?	<u>Who</u> is responsible? <u>What</u> will be done? <u>When</u> will it occur? <u>How</u> will data be shared?	<u>Who</u> is responsible? <u>What</u> data will be collected and <u>how</u> often? <u>How</u> will we decide if the plan is effective?

Example

Comprehensive Intervention Plan Worksheet

Who is the intervention plan being developed for? RandyWhat is the replacement behavior/target skill? Reading AccuracyWhat is the expected level of performance? 95% Accuracy on grade-level materialWhat is the current level of performance? 76% Accuracy on grade-level material

Verified Hypotheses	Intervention Plan	Support Plan	Monitoring Fidelity	Monitoring Plan for Determining Student Progress
Randy does not self-monitor while reading connected text.	<p><u>Who</u> is responsible? Suzanne – reading interventionist</p> <p><u>What</u> will be done? 30 min lessons: 5 min – warm up (phonics) 20 min – (fluency & self-monitoring-tapping at word, sentence, then paragraph level) 5 min – comprehension</p> <p><u>When</u> will it occur? MWF 9:20 to 9:50</p> <p><u>Where</u> will it occur? 3rd grade intervention room</p>	<p><u>Who</u> is responsible? Mark – classroom teacher</p> <p><u>What</u> will be done? First 2 weeks – meet with Suzanne 3 times/week(MWF) Second 2 weeks – meet with Suzanne 2 times/week (MW) Following weeks – meet with Suzanne once per week(M)</p> <p><u>When</u> will it occur? 10:00 am during 3rd grade planning time</p> <p><u>Where</u> will it occur? Suzanne's intervention room</p>	<p><u>Who</u> is responsible? Suzanne – reading interventionist</p> <p><u>What</u> will be done? The Intervention Doc. Worksheet (IDW) will be used to record intervention sessions</p> <p><u>When</u> will it occur? Directly after every scheduled intervention session</p> <p><u>How</u> will data be shared? The IDW will be shared at the student data review meetings described in Monitoring Plan column of this worksheet.</p>	<p><u>Who</u> is responsible? Suzanne – reading interventionist</p> <p><u>What</u> data will be collected and <u>how</u> often? Oral reading fluency and accuracy will be collected on Friday of each week using grade level CBM probes.</p> <p><u>How</u> will we decide if the plan is effective? Graphed data will be reviewed at regularly scheduled individual student data review meetings on 12/11/09 and 1/8/10 and response will be evaluated as Positive, Questionable, or Poor.</p>

Step IV – Response to Instruction/Intervention: Is the plan working?

Attach graphed data for each review date:

Review Date:

Is the response to instruction/intervention Positive ____, Questionable ____, or Poor ____?

1. If Positive:

- Continue current instructional supports.
- Adjust goal upward.
- Fade supports.

Comments/Actions: _____

2. If Questionable:

Was intervention/instruction implemented as planned? Yes__ No__

If no, what strategies will be utilized to increase implementation?

If yes, should intervention intensity be increased? Yes ____ No____

Comments/Actions: _____

3. If Poor:

Was intervention/instruction implemented as planned? Yes__ No____

If no, what strategies will be utilized to increase implementation?

If yes, was instruction/intervention aligned with the verified hypothesis, or is there other aligned instruction/intervention to consider?

Are there other hypotheses to consider?

Was the problem identified correctly?

Comments/Actions: _____