

Tool 5: Student Problem-Solving Form Template

Student Name:	Grade:	Date:
Problem-Solving Team Members:		

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

Input from teachers/parents and caregivers/family on student performance and/or concerns:	
Student present level of performance:	
Expected student level of performance:	
Magnitude of discrepancy:	
Problem Statement:	

Step 2: Problem Analysis (Why is the problem happening?)

<p>Instruction: What instructional factors may be contributing to the problem?</p>	<p>Curriculum: What curricular factors may be contributing to the problem?</p>
<p>Environment: What environmental factors may be contributing to the problem?</p>	<p>Learner: What learner factors may be contributing to the problem?</p>

Problem Hypothesis: Based on the information in the problem analysis, what does the team think is the primary reason behind the current problem? (Check one)

	Variable	Supporting Evidence
	The skill is too hard and the student needs instruction on how to perform the skill accurately.	
	The student hasn't had enough practice to move the skill from accurate to automatic.	
	The student can perform the skill but isn't motivated to complete the task.	

Is there enough information to complete the problem analysis and develop a plan? If no, what else is needed and who will be responsible for collecting it?

Step 3: Plan Development (What to do about it?)

Student Name:	Grade:	Date:
Target skill(s):		
Goal (This plan will be successful if...):		
Follow-up date:		
Additional Comments:		

Student Support Plan

Actions (skills to teach, curriculum/materials to use, instructional routines to use) (For students with IEPs, significant changes to current programming should be reflected on an updated IEP)	Who is responsible?	Where and when will it occur?	How often? (Days per week and minutes per day)	Group size?

Progress Monitoring Plan

What materials will be used?	Who is responsible?	How often?

Implementation Monitoring and Support Plan

How will the plan be supported and what evidence will be collected to ensure a high level of implementation?	Who is responsible?	How often/when will support and monitoring occur?

Communication with Staff

How will the plan be communicated to all relevant staff?	Who is responsible?

Communication Plan with Families and Caregivers

How will the plan be communicated to the student's family or caregiver?	Who is responsible?

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

1. Did the student receive the services outlined in the plan?				
Intervention Time		Did the student regularly attend other supports outlined by the plan? Did the teacher/interventionist attend?		
# of sessions attended				
# of sessions possible				
% of sessions attended				
2. Was the plan implemented as intended?				
Was the plan implemented as intended? What is the evidence?				
3. Is the student making significant progress toward the intervention goal (for example, target skill)? Attach the progress monitoring graphs.				
Progress Monitoring Measure			Student Rate of Improvement	
Instructional Level				
Grade Level				
Based on progress monitoring data...		Instructional Level	Grade Level	
Is the student making more progress than they were prior to this support plan?		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is the student making significant progress toward the intervention goal?		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments:				
4. Has the student closed the gap between their actual performance and expected performance?				
Data Source/Measure Used	Current Level of Performance	Expected Level of Performance		Magnitude of Discrepancy
		Grade-Level Peers	Benchmark or Standard	

Have they closed the gap between grade-level peers?			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have they closed the gap between the grade-level benchmark or standard?			<input type="checkbox"/> Yes <input type="checkbox"/> No	

5. What are the next steps for this student? (Check one)

<input type="checkbox"/> Fade Intervention What evidence supports this decision?	<input type="checkbox"/> Continue Intervention What evidence supports this decision?	<input type="checkbox"/> Intensify Intervention What evidence supports this decision?

Additional Considerations

<p>If fading, what scaffolds or support will the student need to continue to make progress?</p>	<p>If continuing the intervention, does the student need this level of support to make sufficient progress?</p>	<p>For a student with an existing IEP, significant changes to the IEP should be made by the IEP team.</p>
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