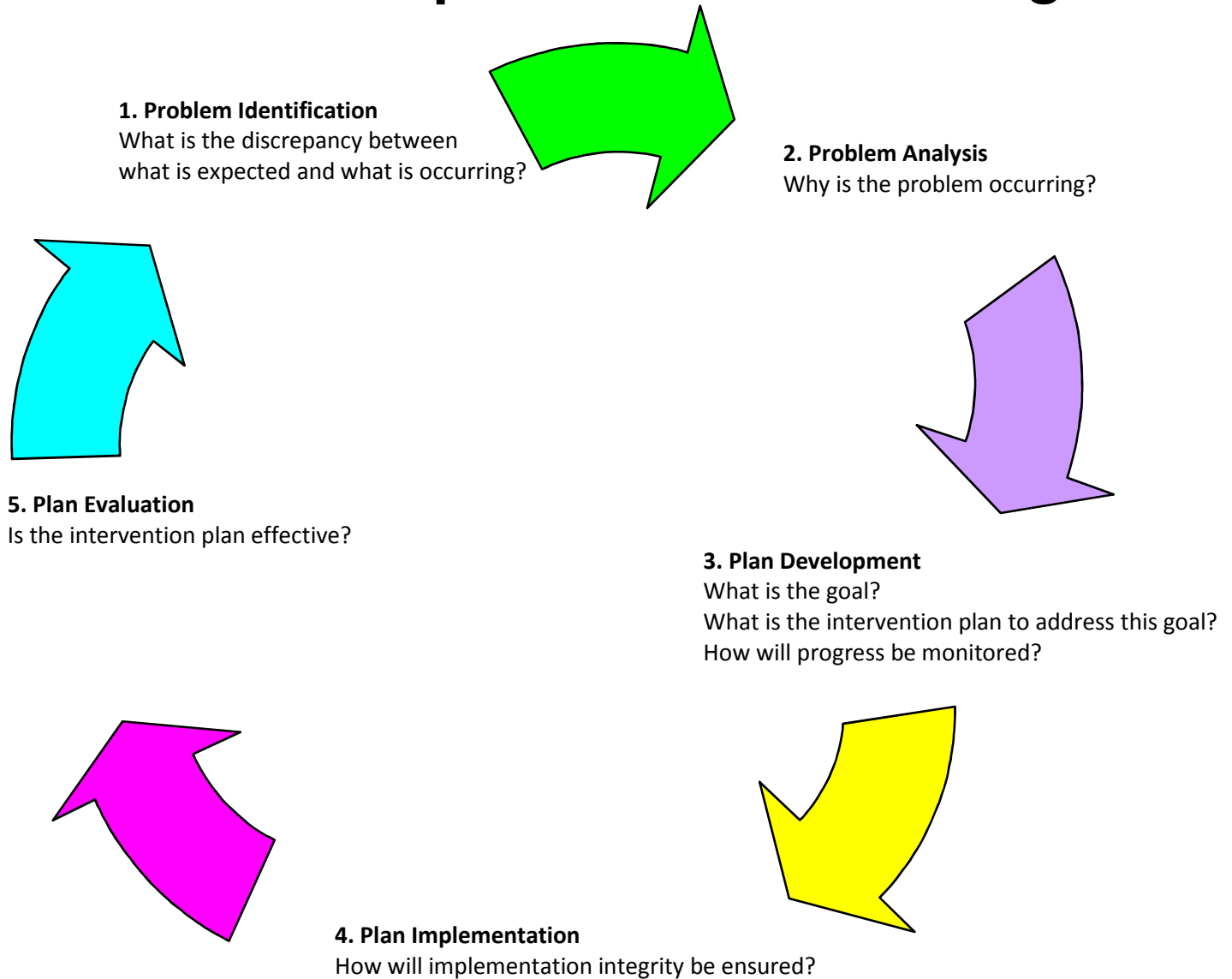


Introduction: RtI Problem Solving Diagram

Steps of Problem-Solving



Steps of Problem Solving

Step 1: Problem Identification

Question: What is the discrepancy between what is expected and what is occurring?

- List problem behaviors and prioritize.
- Collect baseline data on primary area of concern (target student and comparison).
RIOT – Record Review, Interview, Observation, Testing
- State discrepancy between target student performance and peer or expected performance.

Step 2: Problem Analysis

Question: Why is the problem occurring?

- Collect additional RIOT data to:
 - Differentiate between skills problem and performance problem (e.g. can't do vs. won't do).
 - Determine situations in which the problem behavior is most likely and least likely to occur.
 - Generate hypotheses for why a problem is occurring.
- Narrow down to the most validated and alterable hypothesis.

Step 3: Plan Development

Question: What is the goal?

1. Write the goal, a measurable statement of expected outcomes.

Question: What is the intervention plan to address the goal?

2. Define logistics (i.e., what strategies will be used, who is responsible, and when/where the intervention will be implemented).

Question: How will progress be monitored?

3. Define logistics (i.e., measurement tool, how often data will be collected, and who is responsible).
4. Define decision-making rules to plan evaluation.

Step 4: Plan Implementation

Questions: How will implementation integrity be ensured?

1. Select an intervention with high probability of success.
2. Communicate a clear plan to interventionists.
3. Provide specific training and support to those implementing interventions.
4. Observe intervention in action.
5. Make adjustments to intervention plan if needed.
6. Collect and graph data on intervention goal.

Step 5: Plan Evaluation

Question: Is the intervention plan effective?

1. Use data to determine student progress.
2. Evaluate intervention acceptability.
3. Determine as a team what to do next.

Problem Solving Checklist

In order to ensure organization and integrity in the *problem solving* process, teams may choose to use a checklist to document the completion of forms and make team assignments. Below is an example of a checklist that can be used.

Student _____ Grade _____

Date Initiated _____ Date Completed _____

PROBLEM IDENTIFICATION

- ___ 1. Teacher Request for Assistance form is completed (Form 1)
- ___ 2. Rtl Team assignments: (Insert Name)
 - Cum File Review _____
 - Testing Data Review _____
 - Parent Interview _____
 - Teacher Interviews _____
 - Homeroom Teacher
 - Flex Group Teacher
 - Classroom Observations _____
 - Informal Reading Assessment _____
- ___ 3. Teacher Instructional Planning form is completed (Form 3) by teacher(s)
- ___ 4. Problem Identification Screening Summary is completed (Form 2)

PROBLEM ANALYSIS

- ___ 1. Intervention Plan form is completed:
 - ___ Intervention is established
 - ___ Measurement System is established
 - ___ Timelines are established
 - ___ Person responsible for integrity checklist is identified

PLAN DEVELOPMENT

- ___ 1. Integrity check is completed
 - ___ Feedback is provided to interventionist
 - ___ Checklist is completed
 - ___ Data or other permanent product is reviewed
 - ___ Adjustments are made as needed
- ___ 2. Integrity Review form is completed (Form 1)

PLAN EVALUATION

- ___ 1. Plan Evaluation form is completed (Form 1) in order to determine the effectiveness of intervention
 - Decision Rules are considered:
 - ___ Three consecutive data points above aimline: increase goal
 - ___ Three consecutive data points below aimline: change intervention
 - ___ Three consecutive data points consistent with aimline: maintain current intervention
 - ___ Trendline is flatter than goal line: change interventions
 - ___ Trendline is steeper than goal line: raise goal
 - ___ Trendline is in line with goal line: maintain intervention
- ___ 2. The team has determined what to do next
 - ___ Discontinue intervention – goal met
 - ___ Maintain intervention
 - ___ Retain current hypothesis but modify the intervention plan
 - ___ Select a new hypothesis for the same problem and plan a different intervention
 - ___ Select a new problem
 - ___ Consider a referral to special education

Pre-Implementation

Response to Intervention (RtI) Needs Checklist

Instructions: This document is designed to assist school-based educational staff in the self-evaluation of their current level of RtI implementation. The following interpretive scale is used to indicating ratings in each area.

Quality Scale:

1 = Objective Not Met/No Evidence At All

2 = Objective Not Met but Some Evidence is Present

3 = Objective Met With Minimal Supporting Evidence

4 = Objective Met with Minor Imperfections/Absent Details

5 = Objective Clearly Met With Comprehensive & High Quality Detail

STRAND 1: MEASUREMENT		
Expectation	Rating	Evidence/Comments
Is there evidence of a database for making <i>general education</i> decisions about the growth and development of ALL students' basic skills?	1 2 3 4 5	
Are data <i>collected frequently</i> (i.e., 2 or more times a year) in order to show growth and development?	1 2 3 4 5	
Is there evidence that the <i>database is reliable and valid</i> ?	1 2 3 4 5	
Is the data collection process <i>efficient and inexpensive</i> relative to materials?	1 2 3 4 5	
Is the information collected from the database <i>provided to teachers</i> in an easy-to-read format with both quantitative and qualitative information?	1 2 3 4 5	
Is the database used to <i>identify at-risk students</i> at the beginning of the year?	1 2 3 4 5	
Is there a <i>standard graph</i> that can be used to show the risk status of individual students (i.e., a box plot)?	1 2 3 4 5	
Are the data used to help in <i>instructional planning</i> ?	1 2 3 4 5	
Is there a standard graph that can be used to <i>show</i>		

<i>the growth and rate of progress of students?</i>	1 2 3 4 5	
Are these data <i>shared with parents?</i>	1 2 3 4 5	
Does your <i>school administrator use these data</i> to help teachers meet the needs of students (i.e., staff development, change curriculum)?	1 2 3 4 5	

STRAND 2: CURRICULUM AND INSTRUCTION – AREA 1: Curriculum

Expectation	Rating	Evidence/Comments
Does the district use a standardized, research-based framework for evaluating curriculum?	1 2 3 4 5	
Does the district use a systematic process to support research-based instructional techniques and interventions?	1 2 3 4 5	
Does the district have a plan for evaluating the fidelity of core curriculum implementation?	1 2 3 4 5	
Does the district have a system to evaluate effectiveness of core, supplemental, and intervention programs?		

STRAND 2: CURRICULUM AND INSTRUCTION – AREA 2: Instruction

Expectation	Rating	Evidence/Comments
Do teachers understand the five dimensions of reading and how they interrelate?	1 2 3 4 5	
Do teachers understand research-based principles for effective instruction in the area of text comprehension instruction?	1 2 3 4 5	
Do teachers understand research-based principles for effective instruction in the area of vocabulary development?	1 2 3 4 5	
Do teachers understand research-based principles for effective instruction in the area of phonics?		

	1 2 3 4 5	
Do teachers understand research-based principles for effective instruction in the area of fluency?	1 2 3 4 5	
Do teachers understand research-based principles for effective instruction in the area of phonemic awareness?	1 2 3 4 5	
Does the district have a coaching process in place to determine the extent to which teachers <u>demonstrate</u> effective instructional practices in the five dimensions of reading?	1 2 3 4 5	
Do teachers regularly use progress monitoring data to inform their instructional practices and differentiate instruction?	1 2 3 4 5	
Do grade level teachers meet at least monthly to review student progress, make decisions about resources and interventions?	1 2 3 4 5	
Are instructional groups formed based on student need using a flexible grouping model?	1 2 3 4 5	
Does each grade level (elementary school) agree to a <u>common</u> daily block dedicated to reading instruction?	1 2 3 4 5	
For elementary aged students, is at least 90 minutes a day allocated for <u>reading instruction</u> (excluding language arts)?	1 2 3 4 5	
For students reading somewhat below grade level, does the district have a plan for supplemental instruction to raise students to grade level within the year?	1 2 3 4 5	
For students reading significantly below grade level, does the district have a plan to accelerate		

learning to grade level in two years?		
STRAND 3: PROBLEM SOLVING TEAMS – AREA 1: Team Characteristics		
Expectation	Rating	Evidence/Comments
Is there a building team designed to help <i>general education teachers and parents</i> solve student problems?	1 2 3 4 5	
Is the Problem-Solving team seen as a <i>general education rather than a special education process</i> ?	1 2 3 4 5	
Does the team have <i>balanced representation</i> of grade level, general and special education staff?	1 2 3 4 5	
Is an <i>administrator a team member</i> ?	1 2 3 4 5	
Are there <i>multiple Problem-Solving teams</i> when the size of the school outstrips the workload of one team?	1 2 3 4 5	
Is there a <i>regularly scheduled</i> meeting time and place?	1 2 3 4 5	
Does the team have an agreed upon <i>mission statement</i> ?	1 2 3 4 5	
Does the team have a <i>manual</i> of procedures, forms, and resources?	1 2 3 4 5	
Does the team have <i>forms</i> used at the meeting to lead the team through the Problem-Solving process?	1 2 3 4 5	
Are there flexible <i>roles</i> assigned to team members (i.e., timekeeper, facilitator, recorder, case manager).	1 2 3 4 5	
Does the team use <i>effective communication</i> (i.e., open ended questioning, reflective listening)?	1 2 3 4 5	

Is there a process for <i>notifying parents</i> & obtaining consent for problem solving?	1 2 3 4 5	
Are parents provided a <i>description of assurances</i> of what general education Problem-Solving will provide (i.e., timelines, data to be collected, decision-making rules)?	1 2 3 4 5	
Are there standard procedures (i.e., <i>RIOT</i> procedures) that are used to collect Problem-Solving data?	1 2 3 4 5	
Is there a system for <i>teachers to access</i> the team?	1 2 3 4 5	
Does the team <i>maintain records on students served</i> through the team?	1 2 3 4 5	
Are data regularly collected <i>on team functioning</i> (i.e., students served)?	1 2 3 4 5	

STRAND 3: PROBLEM SOLVING TEAMS – AREA 2: *Problem Identification*

Expectation	Rating	Evidence/Comments
Are problems defined <i>operationally</i> (i.e., <i>observable and measurable</i>)?	1 2 3 4 5	
When multiple problems are identified, does the team <i>prioritize them</i> ?	1 2 3 4 5	
Are <i>replacement behaviors</i> identified during the Problem Identification stage?	1 2 3 4 5	
Does a <i>team member</i> review records, conduct an interview, conduct observations, and/or conduct testing to determine the presence of discrepancies between expectations and what is occurring?	1 2 3 4 5	
Does the team use a <i>general education database</i> to identify and define problems?	1 2 3 4 5	
Are the data collected during the Problem Identification stage <i>displayed in a graphic or summary format</i> ?	1 2 3 4 5	
Are there procedures for addressing the needs of		

severe problems in a timely manner?	1 2 3 4 5	
STRAND 3: PROBLEM SOLVING TEAMS – AREA 3: Problem Analysis		
Expectation	Rating	Evidence/Comments
Does the team have a <i>systematic approach to analyzing problems</i> ?	1 2 3 4 5	
Does the team use <i>survey-level assessment</i> procedures to analyze academic problems?	1 2 3 4 5	
Does the team use <i>functional behavioral assessment</i> techniques to analyze behavioral problems?	1 2 3 4 5	
Does the team assess whether the identified problem is a <i>skill-based or a performance-based</i> problem?	1 2 3 4 5	
Does the team <i>develop hypotheses</i> for why a problem may be occurring?	1 2 3 4 5	
Are hypotheses focused on <i>'relevant' and 'alterable' variables</i> ?	1 2 3 4 5	
Are hypotheses <i>specific, observable, measurable, and testable</i> ?	1 2 3 4 5	
Do the hypotheses generated during Problem Analysis consider all <i>potential factors that influence behavior/academics</i> (i.e., child, curriculum/instructional, peer school/community factors)?	1 2 3 4 5	
Are Problem Analysis data useful in <i>designing and implementing interventions</i> ?	1 2 3 4 5	
Does the team obtain <i>baseline data</i> before a plan is developed?	1 2 3 4 5	
Is there a system for <i>communicating</i> Problem		

Analysis results <i>to parents and teachers?</i>	1 2 3 4 5	
Is there a commitment to collecting Problem Analysis data within ten days of an initial referral?	1 2 3 4 5	
STRAND 3: PROBLEM SOLVING TEAMS – AREA 4: <i>Plan Development</i>		
Expectation	Rating	Evidence/Comments
Is the intervention plan <i>supported by research?</i>	1 2 3 4 5	
Is the plan a result of the Problem Identification and Analysis processes (i.e., Is the <i>intervention linked to the assessment</i>)?	1 2 3 4 5	
Is the intervention plan <i>realistic to implement?</i>	1 2 3 4 5	
Is the plan focused on those <i>factors that are most alterable</i> (i.e., instruction, curriculum, environment)?	1 2 3 4 5	
Does the team <i>identify the goal</i> of an intervention plan in observable terms?	1 2 3 4 5	
Does the intervention plan include a <i>description of the intervention</i> plan (who, what, where, when) and is it provided to all team members?	1 2 3 4 5	
Does the intervention plan have <i>pre-determined criteria</i> to evaluate its efficacy and rules for making decisions?	1 2 3 4 5	
Are the <i>criteria for effectiveness</i> attainable and realistic?	1 2 3 4 5	
Is there a system in place to <i>collect frequent on-going data</i> to determine if the plan is working?	1 2 3 4 5	
Can data collected to evaluate the plan be <i>displayed in a graphic format?</i>	1 2 3 4 5	

Is there a <i>commitment to continue an intervention</i> , as prescribed in the plan, until a team decision is made to discontinue it?	1 2 3 4 5	
Are <i>parents involved</i> in the development of the intervention plan?	1 2 3 4 5	
Is the <i>student involved</i> the development of an intervention plan, when applicable?	1 2 3 4 5	
Is there a system in place to <i>communicate the on-going results</i> of the intervention plan with teachers and parents?	1 2 3 4 5	

STRAND 3: PROBLEM SOLVING TEAMS – AREA 5: *Plan Implementation*

Expectation	Rating	Evidence/Comments
Does a member of the team commit to evaluating whether the intervention is being <i>implemented as planned</i> ?	1 2 3 4 5	
Is there a procedure for providing the teacher with support <i>if the plan is not being implemented as described</i> ?	1 2 3 4 5	
Is student progress towards the identified goal being evaluated on a <i>regular basis</i> as described?	1 2 3 4 5	
Are the data being <i>displayed in graph</i> for decision-making purposes?	1 2 3 4 5	
Is plan <i>progress communicated</i> with teachers and parents?	1 2 3 4 5	
Is there <i>sufficient support</i> provided to implement intervention plans?	1 2 3 4 5	
Are <i>parents involved</i> in implementing intervention plans?	1 2 3 4 5	

STRAND 3: PROBLEM SOLVING TEAMS – AREA 6: *Plan Evaluation*

Expectation	Rating	Evidence/Comments
Does the team follow <i>decision-making rules</i> when evaluating plans?	1 2 3 4 5	

Are the baseline and progress monitoring data <i>displayed in a graph</i> for the purpose of evaluating the plan effectiveness?	1 2 3 4 5	
Is there an agreed upon <i>timeline</i> for plan evaluating?	1 2 3 4 5	
When a plan has not been successful, does the team <i>recycle through</i> the Problem-Solving process?	1 2 3 4 5	
When a plan is effective, are decisions made about <i>fading the intervention</i> ?	1 2 3 4 5	
Are there criteria for determining when a child's needs exceed the resources of the Problem-Solving team and special education <i>eligibility is considered</i> ?	1 2 3 4 5	

Hiawatha Valley Education District	PRE-IMPLEMENTATION PROBLEM SOLVING TEAM PROCESS
District:	Building:
Date of Follow-up Meeting:	Date of Second Follow-up Meeting:

Each building-level team should answer the following questions. When all of the questions are answered, this form will become a written plan that documents the problem solving process in the building.

1. What is the name of the team designed to help general education teachers and parents solve problems?
2. Review existing building teams. Will the building have one team (with flexible members) or numerous teams? If one team, list members (permanent), and a process for flexible team members. If numerous teams, list each team, members, purpose of the team, and what level of problem solving is addressed.
3. How will the extended problem solving team be organized (Level 3 Consultation)?
4. What process will be used to ensure regular education participation and buy into the process?
5. Describe how the team will have balanced representation of grade level, general, and special education staff.

Grade Level Representation General Education Teachers Special Education teachers

- a.
- b.
- c.
- d.
- e.

6. Which building administrator will be a team member?

7. How will the following team roles be assigned?

Facilitator:
Timekeeper:
Note taker:
Other:

8. When will the team meet? Will subs be needed for teachers?

9. Will the team use the recommended Hiawatha Valley Education forms to guide the process? If not, who will be in charge of developing new forms? Note: new forms need to be approved by the Director of Special Education in conjunction with the building principal prior to use.

10. How will the team incorporate parental involvement and support for interventions?

11. Describe the procedure for referrals to the team:

12. Please describe the plan for training all staff on the building level problem solving process:

Who will conduct the training:
What are the dates of training:
Other:

13. How will the team ensure that interventions are being implemented as designed?

14. What additional training and support is needed?

15. How will the team evaluate its effectiveness?

Problem Identification

Team Considerations for Problem Identification

Question: What is the discrepancy between what is expected and what is occurring?

1. List Problem Behaviors and Prioritize
 - Teams should tackle one problem at a time.
 - Consider the following problems first:
 - Dangerous/Severe behaviors
 - High frequency behaviors
 - Foundational behaviors (i.e., reading)
 - Chronic problem behaviors
 - State the primary area of concern.
 - Define behavior on which team is collecting data in observable and measurable terms
 - Gain consensus
2. Collect Baseline Data on Primary Area of Concern
 - Data can be collected from a number of sources;
 - R = Record Review
 - I = Interview
 - O = Observation
 - T = Testing
 - And in a number of domains:
 - I = Instruction
 - C = Curriculum
 - E = Environment
 - L = Learner
 - Collect only what you need to determine the discrepancy between what is expected (peer performance) and what is occurring (student performance).
 - Use existing data when possible:
 - Records (i.e., attendance)
 - GOM/Early literacy benchmarking data
 - Collect additional information when needed:
 - Interview
 - Observation (i.e., frequency count, on-task)
 - Consider what you can collect for baseline that also will work to monitor progress toward the goal you set.
3. State Discrepancy
 - Be objective. Does the problem refer to an observable characteristic of behavior?
 - Be clear. Can others read the discrepancy statement and observe it easily?
 - Include statement of student's current level of performance.
 - Include statement of the expected level of performance (i.e., peer data, teacher expectation).

Student Information

Name: _____
Grade: _____
DOB: _____

Parent Information

Parent: _____
Address: _____
Phone: _____

Parent Guardian
Non-custodial parent Relative
Foster parent Non-relative

Teacher Information

Name: _____	Best Time To Meet: _____
I contacted parents on _____ by phone letter note home e-mail at conference	
Result: _____	

o Reason for Request for Assistance: Academic Behavior Speech/Language Other: _____

Comments: _____

Student Strengths: _____

Hiawatha Valley Education District

PROBLEM IDENTIFICATION

TEACHER REQUEST FOR ASSISTANCE FORM EXAMPLE

Student Information

Name: Trevor Sample

Grade: 2

DOB: 3/21/98

Parent Information

Parent: Lois & Manny Sample

Address: 123 Happiness Trail

Any Town, MN

Phone: 320-555-8100

Parent

Guardian

Non-custodial parent

Relative

Foster parent

Non-relative

Teacher Information

Name: Ms. Hunter – Reading Teacher

Best Time To Meet: 2:05-2:45 Daily

I contacted parents on 9/8/05 by phone letter note home e-mail at conference

Result: supports intervention other:

Reason for Request for Assistance: Academic Behavior Speech/Language Other: _____

Comments: Trevor has not demonstrated mastery with letter sounds or the expected second grade sight words. He appears easily distracted and often demonstrates inconsistent concentration on the presentation book during lessons. Trevor also has difficulty in spelling class.

Student Strengths: Very likeable and pleasant, wants to please, and is not defiant. He gets along well with peers.

PROBLEM IDENTIFICATION SCREENING SUMMARY

Student Name: _____ File Manager: _____

Cumulative folder REVIEW (R)

Person Responsible: _____

Health Information

- Vision Concern
- Hearing Concern
- ADHD
- Asthma
- Other Diagnosis: _____

Medications: _____

Previous Schools/Services

- Pre-Referral Interventions – Dates: _____
- Title 1– Dates: _____
- SPED Eval/Services– Dates: _____
- Out of District– Dates: _____
- Retained– Dates: _____
- Home Schooled– Dates: _____
- Social Worker _____
- Other _____

Grades

Elementary:

	math	reading	writing
above			
meets			
below			

Secondary:

GPA: _____
Credits Earned: _____
Other Concerns: _____

Attendance

Days Absent Last Year: _____
Days Absent Current Year: _____
Other Concerns: _____

Other Concerns: _____

Discipline History

Total # of Discipline Referrals _____ Total # of Discipline Referrals _____
Current School Year: _____ Previous School Year: _____

- **Attach discipline documentation**

INTERVIEW SUMMARY (I)

Person Responsible: _____

	Parent	Student	Teacher
Date:			
Type of Interview:			• Behavior • Academic

- **Attach Completed Interview Notes**

classroom observation (O)

Date: _____ Person Responsible: _____

Type: •• Interval •• Anecdotal Observation •• Duration
 •• Frequency •• Latency •• Other: _____

- **Attach Completed Observation form(s) (Minimum # of 2)**

Testing Records (T)

Person Responsible: _____

- **Attach Student Test Data**

(Include all available GOM, CBM, AIMS, MAP, MCA, and BST data).

After completing sections 1-4 (R.I.O.T.), review the information and summarize below.

Problem Identification Summary

Person Responsible: _____

Team Met to Review these Data on: _____

Prioritized Area of Concern:

Discrepancy Statement:

List at least 2 sources of convergent data that support this discrepancy: _____

- Baseline data are plotted on the attached graph.

PROBLEM IDENTIFICATION: TEACHER INSTRUCTIONAL PLANNING FORM

Student: _____

Grade: _____

School: _____

General Education Teacher: _____ Date: _____

Focus or Skill	Activity Teaching Strategy	Materials	Arrangements	Time	Motivational Strategies

PROBLEM IDENTIFICATION: TEACHER INSTRUCTIONAL PLANNING FORM EXAMPLE

Student: Mickey Mouse

Grade: 3

School: Wilson

General Education Teacher: Jane Smith

Date: 10/24/04

Focus or Skill	Activity Teaching Strategy	Materials	Arrangements	Time	Motivational Strategies
Phonics	Teacher led: Review old sounds Introduce new sounds Put words into context	Scribner Level 1.3 All Together	Small group (14 students) Wipe off Boards Chalk Board	15 minutes	Daily points earned, treat at end of week
Spelling – Dictation	Dictation Write sounds, words, phrases, and sentences	Paper Pencil	Small Group	10 minutes	
Vocabulary	Oral Discussion	Scribner Level 1.3 All Together	Small Group	5-10 minutes	
Oral Reading Comprehension	Round Robin Reading	Scribner Level 1.3 All Together	Each student reads at least 2 times	10-15 minutes	
Independent Practice	Comprehension Questions	Scribner Workbooks	Individual	10-15 minutes	

Interview Protocol for Instructional Planning Form

Purpose

The Instructional Planning Form (IPF) is used to record the activities that comprise a student's program of instruction (or any other academic subject). For each activity, you are asked to describe the typical materials, instructional arrangements, length of time, and motivational strategies that are involved.

Directions for the Interviewer

Before You Meet with the Teacher

1. Give the teacher a blank IPF, a completed example, and the description of the purpose of the IPF.
2. Set up a time to conduct the interview, preferably when the teacher is likely to be able to meet with you uninterrupted. The meeting should take about 20-25 minutes.
3. Tell the teacher that it is not necessary to complete the form in advance of your meeting.

When You Meet with the Teacher

Before you begin the IPF Interview

1. Remind the teacher about the purpose of the IPF, how long the interview is likely to take, and how the information on the IPF will be used.
2. If the teacher has completed the IPF, use their completed form to guide the interview (i.e., paraphrase or clarify each section of the completed form and make changes as needed).

During the Interview

In general: Use the form to guide your questions. Fill out each section in front of the teacher, so they can see what you write. Keep your written responses brief (i.e., short phrases, not a long narrative. Ask for specifics – who? what? how many?). Paraphrase and clarify the teacher's description until you can record the critical features of each activity clearly.

1. Begin by asking about the main activities in Reading.
2. Number the activities according to the typical sequence in which they occur.
3. For each activity in turn, complete a row on the form as follows:

Activity

Focus or Skill

- State the main focus or aspect of Reading that the activity is designed to address (i.e., comprehension, decoding skills, fluency building, vocabulary).

Teaching Strategy

- Describe the general strategy that the teacher uses (i.e., round robin reading, oral responses to oral questions from the teacher, reciprocal teaching, reading aloud with peer tutor).
- Include a description of a typical homework assignment.

Materials

- With textbooks, give the name, level, and title (i.e., MacMillan, Grade 5, Level 1, Landscapes; SRA Corrective Reading 2B).

- For other books or materials, describe the general type and give some examples (i.e., student's choice from books in class library – several books by Judy Blume).

Arrangements

- Who will run the activity (i.e., teacher, aide, peer tutor?)
- Estimate the number of students who will be involved and their general level of reading skills (i.e., entire class, 24; low reading group, five students; three to four students, mixed skills).

Time

- Estimate (within five minutes) the amount of time the student will engage in each activity on a typical day.
- If the time varies systematically from day- to-day, describe how (i.e., Mon: 15 mins; Tues: 0; Wed-Fri: 10 mins.)

Motivational Strategies

- Describe what the teacher does to motivate the student during each activity (i.e., points for questions answered correctly; rocket chart of pages read; verbal praise).
- Ask the teacher an open-ended question about components of the student's reading program that may not have come up during the interview (i.e., "Is there anything else that you do to help (the student's) reading that we have not talked about?"). Record this information on the IPF.

After the Interview

- Thank the teacher for cooperating.

After you meet with the teacher

- Get the teacher a copy of the completed IPF as soon as possible.

PROBLEM IDENTIFICATION

TEACHER INTERVIEW: ACADEMIC PROBLEMS

Student's Name _____ Age: _____ Grade: _____ Sex: _____

Referral Teacher: _____

Reason for Referral: _____

Interviewer's Name: _____

Homeroom Teacher Flex Teacher Other: _____

Directional question(s): to introduce discussion of problem:

Ex: "On your request for assistance form you indicated that you have concerns regarding (Michael's) academics, describe what that looks like in the classroom. Are there other concerns?"

Record Response(s):

Questions/statements to validate the existence of the problem:

Ex: "Let's look at Paige's progress record. What are the most difficult tasks for her to master?"

Record Response(s):

Assets question(s):

Ex: "Is there something that Mary does well?"

Record Response(s):

Question(s) about approach to teaching or existing procedures:

Ex: "How long are Charles and other students expected to work independently?"

"How would you describe your teaching style?"

Record Response(s):

Questions/statements on current behavior and goals for behavior change:

Ex: "What must Jason be able to do to improve progress?"

"Are the classroom materials at an appropriate level for Tony?"

"What are the academic expectations for an average student in the classroom?"

Record Response(s):

Questions on antecedent, situational, and consequent conditions:

Ex: "What does Levi do to prepare for class?"

"What does Haley do during class?"

"What was Jared supposed to complete during class?"

"When a student struggles to meet classroom expectations, what support, accommodations, or interventions are implemented?"

Record Response(s):

Summarization statement/validation question regarding target behavior and conditions:

Ex: "Dakota was unable to make satisfactory progress in math skills. She could not complete work during class time. Is that correct?"

Record Response(s):

PROBLEM IDENTIFICATION

TEACHER INTERVIEW: BEHAVIOR PROBLEMS

Student's Name _____ Age: _____ Grade: _____ Sex: _____

Referral Teacher: _____

Reason for Referral: _____

Interviewer's Name: _____

Homeroom Teacher Flex Teacher Other: _____

Directional question(s): to introduce discussion of problem:

Ex: On your request for assistance form you indicated that you have concerns regarding (student's) behavior. Describe what that looks like in the classroom. Are there other concerns?

Record Response(s):

Behavior question(s): (Ask for as many examples as possible.)

Ex: "What does Charles do when he is hyperactive?"

"What does Mary do when she is disrespectful?"

"What does the behavior look like?"

Record Response(s):

Questions about behavior setting:

Ex: "When does the student do this?"

"Where is John when he talks out?"

"Are there other times or places when/where this occurs?"

Record Response(s):

Antecedent conditions question(s):

Ex: "What happens before Egbert begins to hit other children?"

"What happens before Mary makes the obscene gesture to the rest of the class?"

Record Response(s):

Situation conditions question(s):

Ex: "When does Mary . . . Who is Mary . . . What is Mary supposed to be doing when . . .?"
"What are the other students doing?"

Consequent conditions question(s):

Ex: "What happens after Mary . . . ?"
"What do the other students do after Charles climbs on the radiator?"
"What happens when assignments are to be turned in? What happens when an assignment is late?"

Summarize and validate the antecedent, situation, and consequent conditions information.

Ex: "You said Jimmy hits other children in the lunch line and, in the line for the bus, that other children usually told on him, that you reprimand him if you saw him. Did I get that right?"

Questions/statements on current behavior and goals for behavior change:

Ex: "What must Jason be able to do to improve progress?"
"Are the classroom materials at an appropriate level for Tony?"

Tentative definition of goal-question(s):

Ex: "How often would Patrick have to turn in his work in order to get along OK?"

"How frequently could Charles leave his seat without causing problems?"

"How quickly does Juan have to appropriately respond in order to meet your expectations?"

Record Response(s):

Assets question(s):

Ex: Is there something that Mary does well?"

Record Response(s):

Question(s) about approach to teaching or existing procedures:

Ex: "How long are Charles and other students expected to work independently?"

"How would you describe your teaching style?"

Record Response(s):

Summarization statement and agreement question:

Ex: "Let's see, the main problem is that Charles gets out of his seat and runs round the room during independent work assignments. He does this about four times each day and...etc. Is that right?"

Record Response(s):

Directional statement to introduce discussion of data recording:

Ex: "We need some record of Sarah's completion of homework assignments—how often assignments are completed, what assignments are completed,...etc. This record will help us to determine how frequently the behavior is occurring, and it may give us some clues about the nature of the problem. Also the record will help us decide whether any plan we initiate is effective or not."

Record Response(s):

Questions about data recording and conditions:

Ex: "How would it be the most convenient for you to keep a record of Charles' out of seat behavior?"
"What would you record?"
"When would you record? – How often?"

Record Response(s):

Summary statement and agreement question:

Ex: "Let's see now, you'll record the number of times Danny hits other students in the hall. You'll record this in the morning before school and at noon, and you'll keep a record for one week."

Record Response(s):

Return to: Problem Solving Team

PROBLEM IDENTIFICATION

STUDENT INTERVIEW

Student's Name _____ Date: _____

Interviewer: _____ Class: _____

Complete with student

What things do you generally do that gets you in trouble at school?

Record Response(s):

What are you doing when the behavior occurs and what usually happens afterwards?

Record Response(s):

When and where do the behaviors generally occur?

Record Response(s):

How would you describe your behavior at school?

Record Response(s):

What do you do when you get angry?

Record Response(s):

What do you like most about school?

Record Response(s):

What things do you not like to do at school?

Record Response(s):

What teacher behavior especially bothers you?

Record Response(s):

What are your favorite classes?

Record Response(s):

What classes are hard for you?

Record Response(s):

What can your teachers do to help you be more successful at school?

Record Response(s):

12. List some things you do best:

Record Response(s):

Additional Comments:

Record Response(s):

Hiawatha Valley Education District	PROBLEM IDENTIFICATION
	PARENT INTERVIEW

Student's Name: _____ Grade: _____ Birthdate: _____
 General Education Teacher: _____ Date: _____
 School: _____
 Parent(s): _____
 Form completed by: _____
 Mail Personal interview with: _____ Phone interview with: _____

Student lives with:	Persons living in the student's home		
	Name	Relationship to child	Age
<ul style="list-style-type: none"> • Parent(s) • Foster parent • Relative _____ • On own • Other 			

Does your child have any medical, physical, or psychological conditions? Please check all that apply even if they are not currently present. **For items checked, please provide explanation. Indicate medication if applicable.**

HEALTH INFORMATION	EXPLANATION
Vision	
Hearing	
Attention Deficit Disorder	
Head Injury	
Asthma	
Allergies	
Diabetes	
Depression	
Cerebral Palsy	
Seizures	
Other	

Does anyone in your family have a history of medical or physical problems?
 Yes No If yes, please explain:

Has anyone in your immediate or extended family had academic or educational problems?

Yes No If yes, please explain:

Were there any unusual complications during the pregnancy or birth of your child?

Yes No If yes, please explain:

Were the developmental stages such as walking, sitting, etc. for your child within normal ranges? Yes No

If no, please explain:

Family Relations

What do you enjoy most about your child?

What do you find most difficult about raising your child?

How is misbehavior addressed in your home?

Friendships

Please indicate how your child relates to other children.

Has problems relating to or playing with other children? No Yes

If yes, describe:

Fights frequently with playmates? No Yes

If yes, describe

Prefers playing with younger children? No Yes

If yes, describe:

Has difficulty making friends? No Yes

If yes, describe:

Prefers to play alone? No Yes

If yes, describe:

What role does your child take in peer group games (i.e., leader, aggressor, etc.)?

Recreation/Interests

What activities does your child enjoy?

Sports:

Hobbies:

Other:

Has your child's interest in participating in these activities declined recently? No Yes

If yes, describe:

Behavior/Temperament

Please indicate whether your child exhibits any of the following behaviors:

Is easily over stimulated in play	No	Yes	Seems overly energetic in play	No	Yes
Has a short attention span	No	Yes	Seems impulsive	No	Yes
Lacks self-control	No	Yes	Overreacts when faced with a problem	No	Yes

Seems unhappy most of the time	No	Yes	Seems uncomfortable meeting new people	No	Yes
Withholds affection	No	Yes	Requires a lot of parental attention	No	Yes
Hides feelings	No	Yes			
Has fears	No	Yes	If yes, describe		

What makes your child angry?

Many learning problems in childhood are temporary and may be brought on by changes in the life of a child and his or her family. Indicate which of the following events have occurred in your family. *(Check all that apply).*

Event	Year	Describe
Move to a new home		How many times?
Change of school		How many times in the year stated? How many times total?
Repetition of grade		
Serious illness in family		
Death in family		
Divorce/separation of parents		
Change in hours parent(s) are home		
Loss of job		
Parent began work out of home		
Brother or sister left home		
Marriage of brother or sister		
New person joined family		Who?
Neighborhood concerns		
Chemical or alcohol use		When? Ongoing?
Homelessness		How long?
Foster home placement		
Court placement		
Involvement with the law		Ongoing?
Family member in counseling		Ongoing?
Other		

Educational History

Preschool

Does or did your child attend preschool? No Yes At what age? _____

Amount of time per day _____ Days per week _____

Any academic or behavior problems in preschool? No Yes If yes, describe:

What are your child's current school problem(s)?	When did you first notice them?	What do you think caused them?
--	---------------------------------	--------------------------------

--	--	--

Do you feel your child's school problem(s) is (are) the result of a cultural or other misunderstanding? No Yes
If yes, please explain:

Have you tried anything to help your child at home such as reading aloud, sitting with your child at homework time, etc.?

Has repeating a grade ever been considered for your child? No Yes
If yes, please explain:

In your opinion, what can the schools staff do to be most helpful to your child at this time?

Share the strengths and special abilities of your child:

Describe the way you have seen your child learn best. Give an example:

Describe something your child has learned easily in the last three months:

Describe something your child had difficulty learning in the last three months.

How many days a week does your child *have* homework? _____

How many days a week does your child *do* homework? _____

How long does he or she spend on homework each day? _____ (minutes or hours)

Does your child complete homework independently, or does your child need your assistance?

What level of education do you hope your child will complete? (*check one*)

High School

College

Technical or vocational school

Law, medical, or advanced studies

Rate your child's performance at home or in the community on the following items:	Does very well	Occasionally requires parent assistance	Always requires parent assistance	Not applicable
Follows two-to-three step directions				
Organizes well				
Uses planning skills				
Understands what he or she reads				
Understands what he or she sees				
Understands what he or she hears				
Learns a new game				
Recalls events from the school day				
Recalls specifics from a special event				
Reads aloud				
Carries on a conversation				
Handwrites				
Problem solves				
Explains something he or she learns				
Assembles or repairs things				
Demonstrates artistic ability				
Knows basic math facts				

Problem Identification

Selecting an Observation

	Duration	Latency	Interval	Event	Permanent Product	ABC
Opportunities to Respond				X		
Academic Engagement in Silent Reading	X		X			
Out of Seat	X		X	X		
Number of Correct Responses				X		
Teacher Praise				X		
Swearing				X		X
Asking for Help			X	X		
Writing	X		X		X	
Following Directions		X	X			
Tantrums or Outbursts	X			X		X
Vocalizing			X	X		
Fidgeting			X	X		

PROBLEM IDENTIFICATION: INTERVAL OBSERVATION

Student: _____ School: _____

Directions:

Off/On Task measures are sampled at the onset of each 30 second interval. Every 30 seconds look up and record a mark if the student is not looking at or toward the directed educational stimulus.

Physical, Vocal/Noise, and Out-of-Place are recorded as they occur across each 30-second interval. Record each discrete response occurring within each interval or mark a single response in each box when the response occurs continuously across two or more consecutive intervals.

KEY

Physical: Inappropriate contact or hurling of objects, damage to property, or inappropriate motor behavior: Inappropriate is a function of context, duration of context, duration of intensity.

Vocal/Noise: Inappropriate acoustic responses not listed otherwise as physically inappropriate: Inappropriate is a function of context, duration, or intensity.

Place: Out of explicitly or implicitly defined locations.

Compliance: Is a measure of student responses per opportunity to respond. Each time a group or individual directive is given, mark below the diagonal line of the box for the interval in which the directive is given. Mark above the diagonal line of the box for the interval in which compliance with the directive occurs. The total number above the diagonal represents compliance responses and the total number below the diagonal represents opportunities.

Target = T Peers = P

		OBS 1	OBS 2	OBS 3	Median	Greater median# Smaller median#	Discrepancy
		Setting: _____ Date: _____ Time: _____	Setting: _____ Date: _____ Time: _____	Setting: _____ Date: _____ Time: _____			
On Task	T	_____	_____	_____	_____	____ ÷ ____ =	_____
	P	_____	_____	_____	_____		
Physical	T	_____	_____	_____	_____	____ ÷ ____ =	_____
	P	_____	_____	_____	_____		
Vocal/Noise	T	_____	_____	_____	_____	____ ÷ ____ =	_____
	P	_____	_____	_____	_____		
Place	T	_____	_____	_____	_____	____ ÷ ____ =	_____
	P	_____	_____	_____	_____		
Compliance	T	_____	_____	_____	_____	____ ÷ ____ =	_____
	P	_____	_____	_____	_____		

Use Part B for recording observation data

Hiawatha Valley Education District

PROBLEM IDENTIFICATION
INTERVAL OBSERVATION (PART B) - RECORDING

Student:	School:	Grade:
Observer:	Teacher:	Setting:
Date:	Time observed from _____ to _____	Inte

See Interval Observation: Directions and Summary Form

TARGET	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	To	
On-Task																						
Physical																						
Vocal/Noise																						
Place																						
Compliance																						

PEER M/F	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	To	
On-Task																						
Physical																						
Vocal/Noise																						
Place																						
Compliance																						

Behavioral Comments:

Off/On-Task	
Physical/Contact	
Vocal/Noise	
Place	
Compliance	
General Comments	

PROBLEM IDENTIFICATION: INTERVAL OBSERVATION EXAMPLE

Student: Joe Doe

School: Milaca High School

Directions:

Off/On Task measures are sampled at the onset of each 30 second interval. Every 30 seconds look up and record a mark if the student is not looking at or toward the directed educational stimulus.

Physical, Vocal/Noise, and Out-of-Place are recorded as they occur across each 30 second interval. Record each discrete response occurring within each interval or mark a single response in each box when the response occurs continuously across two or more consecutive intervals.

KEY

Physical: Inappropriate contact or hurling of objects, damage to property, or inappropriate motor behavior: Inappropriate is a function of context, duration of context, duration of intensity.

Vocal/Noise: Inappropriate acoustic responses not listed otherwise as physically inappropriate: Inappropriate is a function of context, duration, or intensity.

Place: Out of explicitly or implicitly defined locations.

Compliance: Is a measure of student responses per opportunity to respond. Each time a group or individual directive is given, mark below the diagonal line of the box for the interval in which the directive is given. Mark above the diagonal line of the box for the interval in which compliance with the directive occurs. The total number above the diagonal represents compliance responses and the total number below the diagonal represents opportunities.

Target = T Peers = P

		OBS 1	OBS 2	OBS 3	Median	Greater median# Smaller median#	Discrepancy
		Setting: <u>Math 7</u> Date: <u>11/5/06</u> Time: <u>9:00-9:20</u>	Setting: _____ Date: _____ Time: _____	Setting: _____ Date: _____ Time: _____			
On Task	T	<u>75%</u>	_____	_____	_____	_____ ÷ _____ =	_____
	P	<u>85%</u>	_____	_____	_____		
Physical	T	<u>12%</u>	_____	_____	_____	_____ ÷ _____ =	_____
	P	<u>6%</u>	_____	_____	_____		
Vocal/Noise	T	<u>12%</u>	_____	_____	_____	_____ ÷ _____ =	_____
	P	<u>6%</u>	_____	_____	_____		
Place	T	<u>12%</u>	_____	_____	_____	_____ ÷ _____ =	_____
	P	<u>6%</u>	_____	_____	_____		
Compliance	T	<u>100%</u>	_____	_____	_____	_____ ÷ _____ =	_____
	P	<u>100%</u>	_____	_____	_____		

Hiawatha Valley Education District

PROBLEM IDENTIFICATION INTERVAL OBSERVATION (PART B) - RECORDING FORM EXAMPLE

Student: John Doe	School: Milaca High School	Grade: 7
Observer: Johnson	Teacher: Cook	Setting: Math
Date: 11/5/06	Time observed from 9:00 a.m. to 9:20 a.m.	Intervals are 30 seconds

See Interval Observation: Directions and Summary Form

TARGET	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	Total	RPM= Rate per Min. RPH= Rate per Hour
On-Task	√	√		√	√		√	√	√			√	√	√	√	√	√		√	√	15	÷20 x100 = 75 %
Physical					√	√															2	<u>RPM</u> <u>RPH</u> ÷10 .2 x 60 12
Vocal/Noise			√															√			2	÷10 .2 x 60 12
Place										√	√										2	÷10 .2 x 60 12
Compliance													√ √					√ √			2/2	R÷0 = 100%

PEER M/F	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	Total	RPM= Rate per Min. RPH= Rate per Hour
On-Task	√	√	√	√	√		√	√		√	√	√	√	√	√	√	√		√	√	17	÷20 x100 = 85%
Physical																		√			1	<u>RPM</u> <u>RPH</u> ÷10 .1 x 60 6
Vocal/Noise						√															1	÷10 .1 x 60 6
Place									√												1	÷10 .1 x 60 6
Compliance													√ √					√ √			2/2	R÷0 = 100%

Behavioral Comments:

Off/On-Task	
Physical/Contact	
Vocal/Noise	
Place	
Compliance	
General Comments	

Student: _____ School: _____ Observer: _____

When the behavior that you are looking at can be easily counted, Event/Frequency Recording may be the best method to use. A behavior can be easily counted when:

- The behavior has a clear beginning and end, and
- It does not happen at such a high rate that it is hard to keep track of.

Some examples of behaviors that you can measure by Event/Frequency Recording include leaving one’s seat, raising one’s hand, yelling out an answer, asking to go to the bathroom, being on time, opportunities to respond, teacher praise, number of correct responses, etc.

The use of tally marks is probably the easiest and most accurate technique to use to keep track of behaviors as they occur.

Procedures for use:

- Write down the behavior that you will be looking for and its definition.
- During each observation period:
 - Write down the date
 - Write down the time
 - Make a tally mark each time the behavior occurs (enter “0”) if the behavior does not occur
 - When the observation is complete, total the number of tally marks for that day and graph.

Behavior Definition (in specific, observable, and measurable terms):

Date	Class	Time	Tally when behavior occurs:	Total number of times behavior occurred:

Notes/Comments:

PROBLEM IDENTIFICATION: EVENT/FREQUENCY OBSERVATION EXAMPLE

Student: Joe Doe

School: Milaca High School

Observer: Johnson

When the behavior that you are looking at can be easily counted, Event/Frequency Recording may be the best method to use. A behavior can be easily counted when:

- The behavior has a clear beginning and end, and
- It does not happen at such a high rate that it is hard to keep track of.

Some examples of behaviors that you can measure by event/frequency recording include leaving one's seat, raising one's hand, yelling out an answer, asking to go to the bathroom, being on time, opportunities to respond, teacher praise, number of correct responses, etc.

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Procedures for use:

- Write down the behavior that you will be looking for and its definition.
- During each observation period:
 - Write down the date
 - Write down the time
 - Make a tally mark each time the behavior occurs (enter "0") if the behavior does not occur
 - When the observation is complete, total the number of tally marks for that day and graph.

Behavior Definition (in specific, observable, and measurable terms):

Behavior: Leaving seat during class time.

Behavior Definition: Being at least one foot away from desk/seat during class, anytime after tardy bell rings. This includes when John asks permission to leave seat.

Date	Class	Time	Tally when behavior occurs:	Total number of times behavior occurred:
11/5/06	Math 7	8:50-9:35	 /	6
11/6/06	Social 7	1:10-1:55		4
11/7/06	English	2:15-3:00	 //	7

Notes/Comments:

PROBLEM IDENTIFICATION: EVENT/FREQUENCY OBSERVATION

HVED CLASSROOM OBSERVATION SYSTEM

DATA RECORDING SHEET

STUDENT _____ TEACHER/GRADE _____

OBSERVER _____ DATE _____

SUBJECT _____ INSTRUCTIONAL TIME SCHEDULED _____

A. TEACHER-LED INSTRUCTION

1. TIME: BEGIN _____ END _____

2. INDIVIDUAL RESPONSES: Circle all corrected errors:

# of right individual responses	# of wrong individual responses	# of no responses

3. RESPONSES WITH GROUP: Circle all corrected errors:

# of right responses	# of wrong responses	# of no responses

4. POSITIVE/NEGATIVE COMMENTS:

# of positive comments	# of negative comments

5. WERE DELAYED TESTS GIVEN FOR ERRORS: Yes/No

6. COMMENTS:

B. INDEPENDENT WORK AND SUPPLEMENTAL PRACTICE

*Use stopwatch to determine engaged minutes

	<u>Minutes Allotted</u>	<u>Minutes Engaged</u>
1. Independent Work _____	_____	_____
a) Assignment introduced and modeled: Yes/No		
b) Assignment correlated with Teacher-Led Instruction: Yes/No		
2. Additional Silent Reading _____	_____	_____
3. Additional Oral Reading _____	_____	_____
4. Other (Specify) _____	_____	_____

C. CORRECTIVE FEEDBACK

	<u>Minutes Allotted</u>	<u>Minutes Engaged</u>
1. Interactive Workcheck _____	_____	_____
2. Noninteractive Workcheck _____		
Are students required to correct mistakes on independent written work: Yes/No		
3. Performance Accuracy _____		
a) Total # of worksheet items: Worksheet 1 _____ Worksheet 2 _____		
b) # of correct worksheet items: Worksheet 1 _____ Worksheet 2 _____		

4. Is a Structured Reinforcement System Used? Yes/No

CLASSROOM OBSERVATION SYSTEM: DATA SUMMARY SHEET

STUDENT _____ TEACHER/GRADE _____

OBSERVER _____ DATE _____

SUBJECT _____ INSTRUCTIONAL TIME SCHEDULED _____

A. TEACHER-LED INSTRUCTION

1. Time

Total Time Observed _____

2. Individual Responses

Right Responses: _____ = _____ = _____ % Correct

Total # of Individual Responses: _____

3. Responses with Group

Right Responses: _____ = _____ = _____ % Correct

Total # of Group Responses: _____

4. Positive/Negative Comments

Positive Comments: _____ = _____ = _____ Ratio Positive/Negative

Negative Comments: _____

5. Delayed Tests

Given/Not Given

6. Comments:

7. *Opportunities to Respond

Total # of Individual and Group

Responses: (including no response) = _____ = _____ Response Opportunities

of Minutes of Teacher-Led _____ Per Minute

Instruction

8. *Corrections

Corrected Errors: _____ = _____ = _____ % Corrected Errors

Total # of Errors: _____

B. INDEPENDENT WORK AND SUPPLEMENTAL PRACTICE

1. Independent Work

Engaged Minutes: _____ = _____ = _____ % Engaged Independent

Allotted Minutes: _____ Work

a) Worksheet introduced and modeled: Yes/No

b) Worksheet correlated with Teacher-Led Instruction: Yes/No

2. Additional Silent Reading

Engaged Minutes: _____ = _____ = _____ % Engaged Silent Reading

Allotted Minutes:

3. Additional Oral Reading

Engaged Minutes: _____ = _____ = _____ % Engaged Oral Reading

Allotted Minutes:

4. Other

Engaged Minutes: _____ = _____ = _____ % Engaged Others

Allotted Minutes:

C. CORRECTIVE FEEDBACK

1. Interactive Workcheck

Engaged Minutes: _____ = _____ = _____ % Engaged

Allotted Minutes:

2. Noninteractive Workcheck

Are students required to correct mistakes on independent written work: Yes/No

3. Performance Accuracy

Worksheet 1: # of Correct Worksheet Items = _____ = _____ % Correct
Total # of Worksheet Items

Worksheet 2: # of Correct Worksheet Items = _____ = _____ # Correct
Total # of Worksheet Items

4. Is a Structured Reinforcement System Used? Yes/No

PROBLEM IDENTIFICATION: EVENT/FREQUENCY OBSERVATION EXAMPLE

HVED CLASSROOM OBSERVATION SYSTEM DATA RECORDING SHEET

STUDENT Sally Smith TEACHER/GRADE 3
 OBSERVER Psychologist DATE 10-12-04
 SUBJECT Reading INSTRUCTIONAL TIME SCHEDULED 60 min.

A. TEACHER-LED INSTRUCTION

1. TIME: BEGIN 12:15 END 12:55
2. INDIVIDUAL RESPONSES: Circle all corrected errors.

# of right individual responses	# of wrong individual responses	# of no responses
//	/○	

3. RESPONSES WITH GROUP: Circle all corrected errors

# of right responses	# of wrong responses	# of no responses
//// //// //// //// //// ///	○ //// ////	

4. POSITIVE/NEGATIVE COMMENTS:

# of positive comments	# of negative comments

5. WERE DELAYED TESTS GIVEN FOR ERRORS: Yes/No
6. COMMENTS:

B. INDEPENDENT WORK AND SUPPLEMENTAL PRACTICE

*Use stopwatch to determine engaged minutes

	<u>Minutes Allotted</u>	<u>Minutes Engaged</u>
1. Independent Work	<u>20</u>	<u>12</u>
a) Assignment introduced and modeled: Yes/No		<input type="radio"/>
b) Assignment correlated with Teacher-Led Instruction: Yes/No		<input type="radio"/>
2. Additional Silent Reading	_____	_____
3. Additional Oral Reading	_____	_____
4. Other (Specify)	_____	_____

C. CORRECTIVE FEEDBACK

	<u>Minutes Allotted</u>	<u>Minutes Engaged</u>
1. Interactive Workcheck	_____	_____
2. Noninteractive Workcheck	_____	_____
Are students required to correct mistakes on independent written work: Yes/No		
Not immediately		
3. Performance Accuracy		
a) Total # of worksheet items: Worksheet 1 <u>25</u> Worksheet 2 _____		
b) # of correct worksheet items: Worksheet 1 <u>17</u> Worksheet 2 _____		

Is a Structured Reinforcement System Used? Yes/No

HVED CLASSROOM OBSERVATION SYSTEM DATA SUMMARY SHEET

STUDENT Sally Smith TEACHER/GRADE 3

OBSERVER Psychologist DATE 10-12-04

SUBJECT Reading INSTRUCTIONAL TIME SCHEDULED 60 min.

A. TEACHER-LED INSTRUCTION

1. Time

Total Time Observed 40 min.

2. Individual Responses

Right Responses: _____ = 2 = 50 % Correct

Total # of Individual Responses: 4

3. Responses with Group

Right Responses: _____ = 28 = 65 % Correct


Total # of Group Responses: 43

4. Positive/Negative Comments

Positive Comments: _____ = 0 = 0:0 Ratio Positive/Negative

Negative Comments: 0

5. Delayed Tests

Given/Not Given 

6. Comments:

7. *Opportunities to Respond

Total # of Individual and Group

Responses: (including no response) = 47 = 1.2 Response Opportunities

of Minutes of Teacher-Led 40 Per Minute

Instruction

8. *Corrections

Corrected Errors: _____ = 6 = 35 % Corrected Errors


Total # of Errors: 17


B. INDEPENDENT WORK AND SUPPLEMENTAL PRACTICE

1. Independent Work

Engaged Minutes: _____ = 12 = 60 % Engaged Independent

Allotted Minutes: 20 Work

a) Worksheet introduced and modeled: Yes 

b) Worksheet correlated with Teacher-Led Instruction: Yes/No 

2. Additional Silent Reading

Engaged Minutes: _____ = _____ = _____ % Engaged Silent Reading

Allotted Minutes:

3. Additional Oral Reading

Engaged Minutes: _____ = _____ = _____ % Engaged Oral Reading

Allotted Minutes:

4. Other

Engaged Minutes: _____ = _____ = _____ % Engaged Others

Allotted Minutes:

C. CORRECTIVE FEEDBACK

1. Interactive Workcheck

Engaged Minutes: _____ = _____ = _____ % Engaged

Allotted Minutes:

2. Noninteractive Workcheck

Are students required to correct mistakes on independent written work: Yes/No

3. Performance Accuracy

Worksheet 1: # of Correct Worksheet Items = 17 = 68 % Correct
Total # of Worksheet Items 25

Worksheet 2: # of Correct Worksheet Items = _____ = _____ # Correct
Total # of Worksheet Items

4. Is a Structured Reinforcement System Used? Yes/No

PROBLEM IDENTIFICATION: A-B-C OBSERVATION SHEET

Important: Please fill out after EVERY incident of problem behavior

Student: _____ Observer: _____ Target Behavior: _____

ABC/Anecdotal Data Recording: An ABC Chart is a direct observation tool that can be used to collect information about the events that are occurring within a student's environment. "A" activity that immediately precedes a problem behavior. The "B" refers to observed behavior, and "C" refers to the consequence or the event that immediately follows a response.

For example, a student who is drawing pictures instead of working on his class assignment may react by cursing or throwing his pencil when his teacher tells him to finish the task. The teacher's work and other demands are antecedents that trigger problem behavior. Common antecedents include critical feedback from others absence of attention and specific tasks or activities. If the teacher sends the student to the office everytime he curses and throws his pencil. Over several observation sessions, it may become clear that the student is engaging in problem behavior.

An ABC Chart is used to organize information over several observation sessions by recording the types of behaviors observed and the events that precede and follow the behavior. Observers use the information to form a hypothesis statement and gathering evidence that the function maintaining a problem behavior has been identified.

Time when occurred	Which predictors were present? 1. He/She was tired. 2. He/She was hungry. 3. He/She was bored. 4. He/She was sick. 5. There was a change in his schedule.	Where did the problem occur? (example: kitchen, yard, mall)	Describe specifically and completely the PROBLEM behavior (example: yelling, pushing, screaming at X)	Describe specifically and completely what happened 30 minutes BEFORE the problem behavior (example: I asked him/hert to take a shower).	Describe specifically and completely what happened during the 30 minutes FOLLOWING the problem behavior including your intervention (example: I asked what was wrong)	Hypothesis

PROBLEM IDENTIFICATION: PERMANENT PRODUCT RECORDING EXAMPLE

Student: John Doe

School: Milaca High School

Observer: Johnson

Permanent Product Recording: Description, Procedures, and Example

When the behavior that you are looking at results in a lasting product, Permanent Product may be the best method to use because you do not have to be “on the lookout” for the behavior to happen, as you can measure it afterwards by looking at its product. However, you do have to be careful that only the target person’s target behavior, and not someone else’s or some other behavior, results in the product that you have chosen to look at.

Examples of lasting products to look at include having a bed made, having a clean room, written assignments, papers thrown on the floor, items left on the table, and the way someone is dressed. In these examples, the behaviors that you might be looking for could be cleaning, answering questions correctly, number of completed assignments, number of assignments turned in, dressing skills, and self-help skills.

Procedures:

- Write down the permanent product that you will be looking at
- Write down the behavior that you will be looking for in that permanent product and its definition
- For each permanent product that you look at:
 - Enter the date when the permanent product was completed
 - If the permanent product that you are looking at could occur several times during the day, also enter the time
 - If there are different types of permanent products that you are looking at, enter the label of that permanent product
 - If the behavior that you are measuring could occur more than once in that permanent product (i.e., you are looking at correct answers in homework assignments), write down:
 - The number of times that the behavior occurred
 - The number of opportunities in which the behavior could have occurred
 - If the behavior did not occur, make sure to enter “0” – zero
 - Calculate the Total Percent of number of times that the behavior occurred per day (This is what you graph)

Behavior Definition (in specific, observable, and measurable terms):

Behavior: Answering questions correctly on homework assignments turned in. _____

Behavior Definition: Answers on homework questions are complete and accurate (excludes partially answered items). Excludes any written assignments performed in class. _____

Permanent Product Looked At: Homework assignments turned in. _____

Date	Time	Permanent Product Label	No. of Times Behavior Occurred (# correct answers)	Number of Opportunities	Total % of Times Behavior Occurred
11/5/06	2 p.m.	Homework Section I	12	20	$(12/20) \times 100 = 60$
11/6/06	2 p.m.	Homework Section II	4	10	$(4/10) \times 100 = 40$
11/7/06	2 p.m.	Homework Section III	25	40	$(25/40) \times 100 = 63$

PROBLEM IDENTIFICATION: DURATION RECORDING FORM

Student: _____ Person completing this form: _____

PROBLEM IDENTIFICATION: DURATION RECORDING FORM EXAMPLE

Student: John Doe

Person completing this form: Johnson

Location: Milaca High School

Date(s): 11/5/06 -11/7/06

Duration Recording: Description, Procedures, and Example

If you are interested in measuring how long a behavior lasts you can do that by using the Duration Recording method. However, in order to do so, you need to make sure that the behavior that you are looking at has a clear beginning and a clear ending so that you can tell exactly when the behavior starts and when it finishes. You will also need some timing instrument such as a wall clock, wristwatch, or stopwatch.

Examples of behaviors that you might want to measure the length of include crying, being out of the classroom, being in a particular location, or engaging in a particular activity.

Procedures

- Write down the behavior that you will be looking for and its definition
- Make sure that you have your timing instrument available prior to beginning your observation
- Each time that you are observing for the behavior, write down the date and time
- Each time the behavior occurs:
 - Write down the time when the behavior began
 - Write down the time when the behavior stopped
 - Calculate the length of time that the behavior lasted and write it in minutes and/or seconds. (This is what you graph).

Behavior Definition (in specific, observable, measurable terms):

Behavior: Working individually. _____

Behavior Definition: Sitting at desk, with an assignment on the desk, looking at assignment, not talking to peers. Once student looks up (not looking at assignment any more), the behavior has stopped. If student begins talking to peers while looking at assignment, behavior has stopped.

Date	Time	Enter time when the behavior began	Enter time when behavior stopped	Length of time that the behavior lasted for
11/5/06	9:30-10:30 a.m.	9:55 a.m.	10:06 a.m.	11 minutes
11/6/06	9:30-10:30 a.m.	9:43 a.m.	9:51 a.m.	8 minutes
11/6/06	9:30-10:30 a.m.	10:19 a.m.	10:28 a.m.	9 minutes
11/7/06	9:30-10:30 a.m.	10:04 a.m.	10:19 a.m.	15 minutes

PROBLEM IDENTIFICATION: LATENCY RECORDING FORM

Student: _____ Person completing this form: _____

Location: _____ Date(s): _____

Problem Analysis

Team Considerations for Problem Analysis

Question: Why is the problem occurring?

A. Review RIOT data and collect any additional RIOT data

- Data can be collected from a number of sources:
 - R = Record Review
 - I = Interview
 - O = Observation
 - T = Testing
- And in a number of domains: (See Content of Domains document for further explanation)
 - I = Instruction
 - C = Curriculum
 - E = Environment
 - L = Learner

B. Differentiate between a skill problem and performance problem (see diagram). Problems are rarely 100% skills or 100% performance. Consider:

- Does the student ever engage in the appropriate behavior?
 - Are there some situations in which the student does/does not engage in the appropriate behavior?
- Would an increase in motivation result in appropriate behavior?
 - Would a can of Coke do the trick?
- When in doubt, always assume a skill deficit exists.

C. Determine situations in which behavior is most likely and least likely to occur

- Review all data to find convergent evidence about when, with whom, where, and how a student may succeed.
- (later) Use this information in hypothesis generation and plan development.

D. Generate hypotheses for why a problem is occurring

- Consider multiple domains
- Focus on alterable variables
 - Consider those variables that we have direct control over, including curriculum, instruction (i.e., arrangement, response format), allotted/engaged time, classroom environment, motivational strategies.
 - This does not suggest that other variables are *not* important but that we may have less control over some variables in the school environment.
- Write the hypothesis (see Intervention Planning for the Five Common Reasons Students Fail)
- Collect any additional data needed to support selected hypothesis
 - Your hypothesis should come directly from RIOT data.
 - If you develop a hypothesis that you do not have data to support, collect any additional information needed to validate or refute the hypothesis.
 - Rule of Thumb - you want at least two pieces of convergent data to support your hypothesis. At least one of these pieces of data should be quantitative.

E. Narrow Down to the most validated and alterable hypothesis

- Make decision to focus intervention on ONE hypothesis based on:
 - Convergent data

- Most alterable hypothesis
 - Most realistic
- Establish consensus among team members

PROBLEM ANALYSIS FORM

Student: _____

Step 3: Indicate selected hypothesis (circle or bold type). Selected hypothesis must have convergent data to support including quantitative data.

Step 1: List all relevant data to support or refute each hypothesis listed					Step 2: List all hypothesis regarding cause or function of prioritized problem:
	R REVIEW	I INTERVIEW	O OBSERVE	T TEST	HYPOTHESIS
I INSTRUCTION					
C CURRICULUM					
E ENVIRONMENT					
L LEARNER					

PROBLEM ANALYSIS FORM EXAMPLE

Student: Trevor Sample

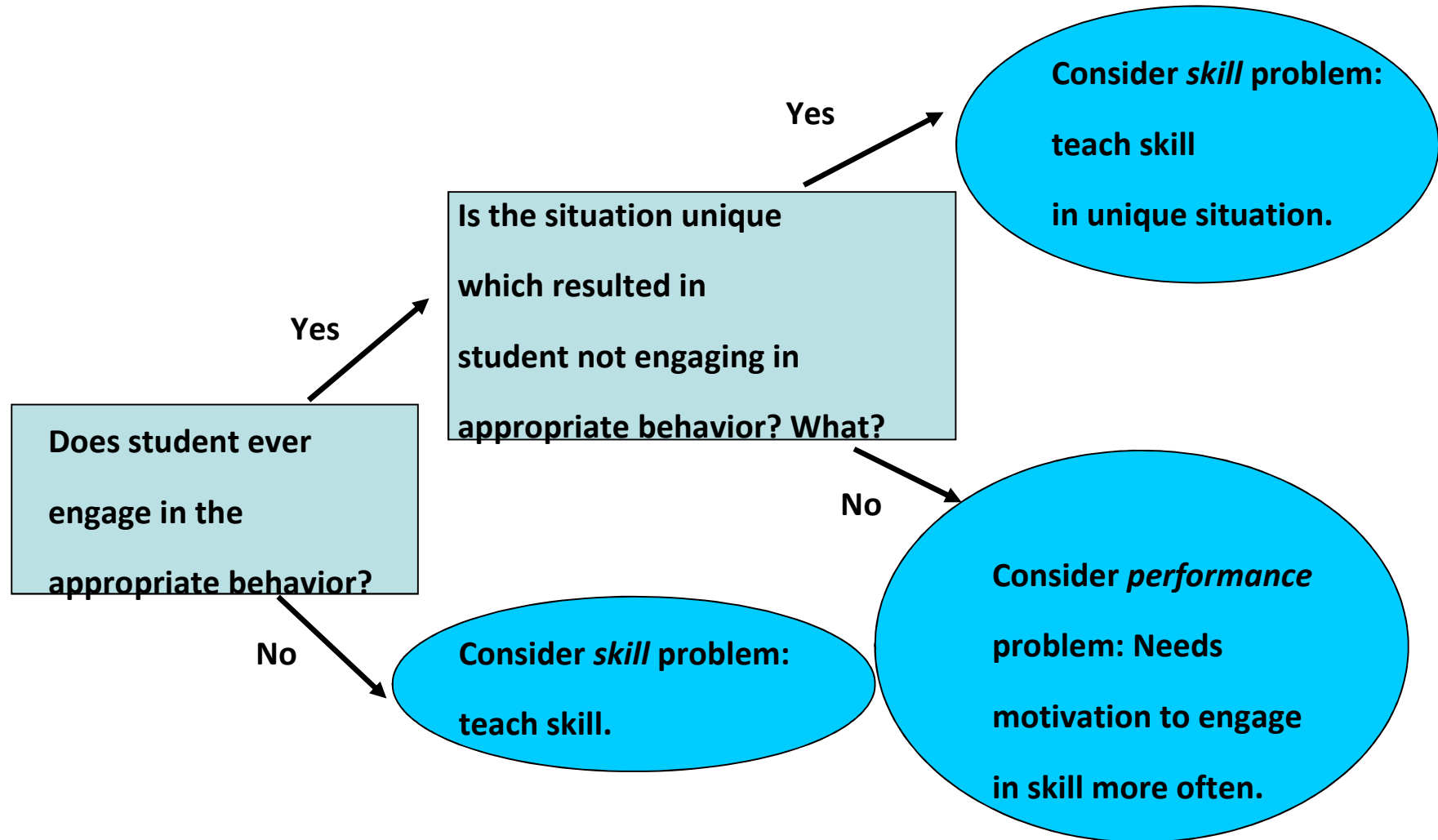
Step 1: List all relevant data to support or refute each hypothesis listed					Step 2: List all hypothesis regarding cause or function of prioritized problem:
	R REVIEW	I INTERVIEW	O OBSERVE	T TEST	HYPOTHESIS
I INSTRUCTION	MAP and ORF testing both show significantly below performance in reading (See Prob ID summary form)	Teacher reports Trevor has difficulty with letter sounds and sight words. Parents report difficulty during K-1 with reading lessons at previous school.		Informal decoding test: <ul style="list-style-type: none"> • 51/52 letter names correct, • 21/26 letter sounds correct (missed /y/, /b/, /z/, /u/) • 5/10 CVC nonsense words, • 0/5 ccvc or cvcc words. LSF: 26 (S g K goal = 36) NWF: 12 (W g 1 goal = 44)	Trevor demonstrates difficulty reading grade level text because he has not yet mastered the prerequisite skills.
C CURRICULUM	Trevor is currently on lesson 120 in Reading Mastery 1. He passed only 2 out of the 5 most recent checkouts due to high error rates.				Trevor demonstrates difficulty reading grade level text because he is currently being instructed at a level that is too difficult.
E ENVIRONMENT	Previous ADHD diagnosis.	Teacher reports.	10/10 classroom observation: 14% passive off task compared to 5% by peers in group		Trevor demonstrates difficulty reading grade level text because he is not consistently actively engaged with lesson content during reading class.
L LEARNER					

x **Step 3:** Indicate selected hypothesis (circle or bold type). Selected hypothesis must have convergent data to support including quantitative data.

Content of Domains

Instruction	Curriculum	Environment	Learner
<ul style="list-style-type: none">• Instructional philosophy• Instructional approach or methods(s)• Expectations/objectives• Clarity & organization• Pace• Opportunities for practice• Duration of continuous instruction• Nature & frequency of feedback• Academic engaged time• Classroom management	<ul style="list-style-type: none">• Content of materials• Difficulty level of materials• Sequencing• Organization• Perceived relevance• Use of modified materials• Assignments• Assessments	<ul style="list-style-type: none">• Arrangement of the room• Furniture/equipment• Rules• Management plans• Routines• Expectations• Peer context• Peer and family influence• Task pressure• Class size	<ul style="list-style-type: none">• Appropriateness of curriculum and instruction• Perception of learning environment• Academic skills• Social/behavioral skills• Adaptive behavior skills• Motivation• Medical issues

Differentiate Between a Skill Problem and Performance



Intervention Planning for the Five Common Reasons Students Fail

The Student Does Not Want to Perform the Task

Initial Considerations:

- Determine if the problem is a “can’t do” or “won’t do”

Interventions:

If the problem is a “won’t do”, consider:

- Offering an incentive for increased academic work performance
- Work with parents to develop a contingency program at home for performance at school.
- Offer students a choice of work to be performed or the order in which the work is performed.

The Student Has Not Had Enough Time Practicing the Skill

Initial Considerations:

- Look at problem identification and problem analysis information in the area of engaged time and opportunities to respond (HVED Observation Form)
- Make sure students have an accuracy rate of 80% or higher during guided practice before moving into independent seatwork (Use HVED)

Interventions:

Work with the teacher to incorporate daily review into lessons:

- Ask questions about concepts of skills taught in the previous lesson
- Give a short quiz (can be ungraded) at the beginning of the lesson from the previous lessons
- Have students correct each other’s homework papers or quizzes
- Have students meet in small groups to review homework
- Have students prepare questions about previous lessons or homework
- Have students prepare a written summary of the previous lesson
- Provide immediate feedback to students on errors
- Have the teacher use choral responding during their instruction
- Cue students when to respond to a word or gesture
- Praise students for responding in unison
- Use short one to three word responses
- Select material that only has one response
- Maintain fast, lively pace
- Prepare questions in advance
- Occasionally call on a student to respond

Implement the use of response cards

- Preprinted versus write-on
- Model and practice using the cards
- Establish questions

- Maintain lively pace
- Teach signals as to when students are to hold up or put down cards

Plan Development

Team Considerations for Plan Development

Question: What is the goal?

Write the Goal

- Specify desired behavior
- Specify measurement conditions
- Specify criterion for success
- Check: Could you graph this goal?

Example:

- In (number) weeks, when (condition) occurs, (learner) will (behavior) to a (criterion).
- In six weeks, when presented a randomly selected second grade level probe, Rebecca will read 46 words correctly in one minute.

Question: What is the intervention plan to address the goal?

Question: How will progress be monitored?

- 1. What? – Name the intervention if possible or describe it thoroughly.**

(For example, John will do fluency building sessions. He will read lists of single letter and letter combination sounds. Given one minute each timing, he will try to read more sounds correctly on each of three consecutive timings. A graph will be kept showing John's first and last score on each list. A small candy prize will be given each time John reads past a pre-determined score. The pre-determined score will rise as John improves).

- 2. Materials? – Name the materials the person working with the student will need to gather to do the intervention.**

(For example, the Morningside Phonics Fluency materials for Reading Mastery II. Will be used with the pages that correspond with the lessons John is currently studying).

- 3. Who Will Do It? – Name the person who will be responsible for the intervention.** (For example, Jane Doe or a substitute paraprofessional will do the intervention).

- 4. When, Where, and How Often Will It Be Done? – Write down the time of the day it is to be done and how many days a week. Almost all interventions demand at least three times a week in order to have an effect.** (For example, this will be done from 10:45 to 11:00 on A, C, and E days. It will be done at a desk just outside the classroom while the rest of the class is doing social studies).

Each time an intervention is put into place, the above information should be entered on the back of the graph and referenced by date. A vertical intervention line should also be drawn on the graph at the same date.

PLAN DEVELOPMENT: INTERVENTION PLAN

Student: _____ Plan Development Date: _____

Intervention #: ▪ 1 ▪ 2 ▪ 3 ▪ _____

Area of Concern: ▪ Reading ▪ Math ▪ Writing ▪ Behavior

Goal: _____

INTERVENTION

Brief Description:	
Description of Needed Materials:	
Intervention Implementor:	
When:	
Where:	
How Often:	

MEASUREMENT SYSTEM

Data Collection System:	
Data Collector:	
What Will Be Recorded?	
Frequency of Data Collection:	
When will Data be Collected?	

DECISION MAKING RULE

▪ Slope / Trend Analysis ▪ Consecutive Data Point Rule ▪ Other: _____

Intervention Start Date: _____

Review Date: _____ Time: _____ Place: _____

Person responsible to report back to: Teacher: _____

Parent: _____

Person responsible to complete integrity checklist: _____

Plan Implementation

Team Considerations for Plan Implementation

Question: How will implementation integrity be ensured?

Selecting High Probability Interventions

- Focus on behaviors that are seen as of central importance
- Empirically supported
- Acceptable/Feasible to interventionist
 - Easy to implement
 - Positive
 - Perceived effectiveness
 - Compatible with instructional environment

Communicate a Clear Plan to Interventionists

- Provide the interventionist with a step-by-step protocol to follow during the implementation of the treatment.

Provide Specific Training and Support to Those Implementing Interventions

- Trainer explains the procedure to the interventionist
- Trainer demonstrates the procedure
- Interventionist practices the procedure with the trainer as mock student
- Trainer provides specific feedback
- Repeat steps as necessary
- Application in the instructional setting

Observe the Intervention in Action

- Complete ongoing assessment of implementation through:
 - Participant Reports – Get feedback from interventionist and students regarding their understanding of the treatment and its progress.
 - Observation – Use a checklist of the major intervention elements together with a rating scale.
 - Review of Permanent Product – Student graph, assignment completion recording systems, student work, daily home notes to parents.

Make adjustments to intervention plan if needed

- Consider a plan change when the current plan:
 - Is not acceptable to the interventionist
 - Is not feasible to implement
 - Is not perceived as being effective
 - Is highly disruptive to the classroom ecology
 - Interventionists should not make unilateral decisions regarding changes to a student intervention plan.
- Changes to intervention plans must be appropriately documented.

Collect and graph data on intervention goal.

1. Did a consultant talk with or observe the classroom teacher during intervention implementation?

Yes _____ No _____

2. If yes, describe content and duration of the discussion:

3. Was the plan revised? Yes _____ No _____

4. If yes, please describe the reasons for and nature of the revisions:

Rate the level of confidence that the intervention was implemented correctly:

5	4	3	2	1
Intervention was implemented correctly		Uncertain, have no impressions or data		Intervention was not implemented correctly

PLAN IMPLEMENTATION REVIEW

Student: _____ Review Date: _____

Intervention #: ▪ 1 ▪ 2 ▪ 3 ▪ _____

- Attach completed, dated intervention script observation form from initial observation

INTERVENTION PROTOCOL INTEGRITY

- Team agrees that the written intervention script fully matched the implemented intervention

- Team agrees that the written intervention script did not fully match the implemented intervention from the initial observation

Describe all revisions made to the intervention script:

- Attach completed, dated intervention script observation form after revisions were made documenting intervention integrity.

PLAN LOGISTICS INTEGRITY

- Team agrees that the intervention occurred for the number and duration of sessions as designed on the plan development form.

- Team agrees that the intervention did not occur for the number and duration of sessions as designed on the plan development form.

Describe differences between planned and actual intervention session number and length:

Plan Evaluation

Team Considerations for Plan Evaluation

Question: Is the intervention plan effective?

Use data to determine student progress.

Decision rules help persons reviewing data to decide when a change instruction is necessary. **Two possible types of decision rules are:**

- Consecutive Data Points
 - Three data points above the aim line = Increase goal
 - Three data points below the aim line = Change Intervention
 - Three data points consistent with the aim line = Maintain current intervention
- Comparing Trend and Goal lines
 - If the trendline is flatter than the goal line, instruction should be changed in order to speed progress.
 - If the trendline is steeper than the goal line, the goal should be raised.
 - If trendline is in line with the goal line, the intervention should be maintained.

Evaluate Intervention Acceptability

- If the key players (student, parent, teacher) are happy with the current intervention plan, maintain that plan.
- If the key players are not happy with the plan for any reason, recycle through the problem-solving process to develop a plan that is more acceptable.
- If the intervention plan is not acceptable because the level of resources needed for the student to be successful exceeds the level of resources that are provided in the general education setting, consider special education.

Determine what to do next

Before changing an intervention, consider...

- How many sessions has the student really had?
- Have the sessions been implemented as planned?
- How many opportunities to respond per minute does the student have in the context of the instructional period?
- What percentage of the student's responses are correct?
- What percentage of errors are corrected immediately using a standard correction procedure?
- What percentage of errors receive a delayed test?
- Is the reading material at a level the student can read with at least 95% accuracy?
- Have the sessions been regular and frequent?
- Has there been sufficient praise?

Patience, Consistency, and Tenacity with interventions are needed!

The intervention is not working...Now what?

- Intervention Lines
- Each time a student's instructional program is changed, a vertical line is drawn on the graph and the change is recorded in words on the graph.
- Data points are not connected across intervention lines.
- Intervention lines allow progress under the new program to be compared to progress before the change was made.

Possible instructional changes fall into the following categories:

- Program Change: If a student is significantly behind peers and has a low rate of progress, it may be necessary to change the student's entire instructional program. Example: moving a sixth grader who is reading at an early second grade level into the DI: Corrective Reading program to give that student the opportunity to master the alphabetic principle and fluency with the code.
- Instructional intervention added
- Level Change
- Increase Time for instruction or practice
- Rate of Response: The student may need more opportunity to respond. Rate of response can be increased through such techniques as choral response, peer tutoring, repeated reading, games, etc.
- Error Correction: Be sure that the student is not practicing errors. Teacher attention to effective error correction procedures will make instruction more effective.
- Student/Teacher Ratio - Smaller groups may increase the opportunity for instruction at the student's level, practice time, improved response rate, and careful error correction.
- Motivation: Student performance may improve with motivational techniques such as social reinforcers, activity reinforcers, concrete reinforcers, indirect reinforcers, contracts, or graphing of academic practice results.

PLAN EVALUATION FORM

Plan Evaluation:

Intervention #: ▪ 1 ▪ 2 ▪ 3 ▪ _____

Goal:

- Attach graph of student progress data

The current intervention began on _____ and continued through _____.

Number of data points being considered during this intervention phase: _____.

As a result of this intervention implementation:

- Goal was met
- Discrepancy decreased
- Discrepancy stayed the same
- Discrepancy increased

In the team's opinion, was the plan responsible for any change?

- Yes
- No
- Not sure

The next steps for the team will be to:

- Discontinue intervention – goal met
- Maintain or generalize current plan
- Select a new problem (Problem Identification: Form 2)
- Select a new hypothesis for the same problem (Problem Analysis: Form 1)
- Retain current hypothesis but modify the intervention plan (Plan Development: Form 1)
- Consider a referral for special education

Next Review Date: _____

(If none is needed, information should be placed in the student's cumulative record).