Problem Solving Team
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COMMON BELIEF SYSTEM

1. We can effectively teach all students.
2. MTSS Tier 3 is specialized, intensive instruction and a support to general education.
3. Students are only pulled out of GE for intense, targeted, individualized or small group instruction.
4. Students are served in their LRE.
5. All staff share the responsibility of all students.
6. We use all of our resources to intervene early when a learning or behavior issue develops.
7. We use a problem-solving method, which includes appropriate use of data, to make educational decisions to improve student achievement.
8. We monitor progress to be sure a student is improving.
9. Assessments are used for screening, diagnostics of strengths & weaknesses, and progress monitoring to assure growth.
10. Educators create a plan for each student that will narrow or close the discrepancy gap.
IDEA/MARSE
(Individuals with Disabilities Education Act/Michigan Administrative Rules for Special Education)

§300.309 (b) To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in §§ 300.304 through 300.306—(1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

PROBLEM SOLVING MODEL

INTRODUCTION: What is a problem-solving model?

A problem-solving model is a systematic approach that reviews student strengths and weaknesses, identifies evidence-based instructional interventions, frequently collects data to monitor student progress, and evaluates the effectiveness of interventions implemented with the student. Problem solving is a model that first solves student difficulties within general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated with the help of a building-level or grade-level intervention assistance or problem-solving team. Rather than relying primarily on test scores (e.g., from an IQ or math test), the student’s response to general education interventions becomes the primary determinant of his or her need for special education evaluation and services (Marston, 2002; Reschly & Tilly, 1999).

INTRODUCTION: Multi-Tiered System of Supports (MTSS)

The purpose of this manual is to provide practitioners with a model for using the MTSS process to make decisions on interventions for students with academic learning problems and/or social behavioral concerns. For some students, the intervention may include consideration of special education services.

This document is intended to provide guidance, provoke discussion and further our current efforts at implementing effective interventions for students with learning needs. It is also an effort at addressing recent changes in federal regulations regarding the identification of students having a specific learning disability. IDEA 2004 included significant changes in the methodology for determining eligibility, and for the first time included the option to use RtI/MTSS as an alternative to the commonly used, but widely discredited, severe discrepancy model. Adopting the MTSS model changes the focus from a “wait and fail” process, that often resulted in delaying the provision of general and special education services, to one where services can be provided as district, classroom or individual data indicates a need.
The manual contains sections for implementing a three-tier model of instruction (see explanations below) in reading, math, writing and behavior. After the academic sections and within the behavioral section are suggested guidelines to consider when deciding on increasing or decreasing the intensity of services. A list of available academic and behavioral resources is also provided.

The core principles of MTSS are:

- We can effectively teach all children
- Intervene early by identifying at-risk students through universal screening
- A multi-tier model of service delivery provides a systematic approach to support student learning
- Use a problem-solving model to make decisions within a multi-tier model
- Use scientific, research-based valid interventions/instruction
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment for three different purposes: screening, progress monitoring and diagnostic

The three tiers of instruction:

**Tier 1** – The use of scientific, research-based programs or instructional strategies with all students to teach academic and social behavior skills in the general education setting. Differentiated instruction is also provided to students with diverse needs. In academic areas, benchmark (or screening) tests are given three times/year to assess student progress and identify students in need of different or more intense instruction. Academic data may be collected more frequently from at-risk students receiving differentiated instruction. Behavioral data is also collected throughout the year to identify students with behavioral concerns.

**Tier 2** – The use of targeted, short term, scientific, research-based interventions, in addition to tier 1 instruction, to small groups of students who are not reaching grade level academic and/or behavioral goals with tier 1 differentiated instruction. Data is collected weekly to monthly to evaluate intervention effectiveness and to determine if intervention adjustments are needed.

**Tier 3** – The use of intense, scientific, research-based interventions, in addition to tier 1 (and possibly tier 2) instruction, with individuals or small groups of students who are well below the academic and/or behavioral goals for their grade. Data is collected weekly to evaluate intervention effectiveness and to determine if intervention adjustments are needed.

If scientific, research-based core instruction or interventions are not available in a content area, the use of best practice instructional programs/strategies is acceptable.
Providing Three Tiers of Support for ALL Students

FEW STUDENTS—TIER 3
- Individualized Assessment (e.g., FBA, Diagnostic Reading Assessment)
- Targeted, Individualized Plan
- Progress Monitoring
- Data Evaluation Meetings
  (Building Level)

SOME STUDENTS—TIER 2
- Informal Reading Assessment
- Small Group Reading Interventions
- Brief FBA Observations
- Systematic, Small Group Interventions
- Progress Monitoring
- Data Evaluation Meetings
  (Grade/Building Level)

ALL STUDENTS—TIER 1
- Core reading Instruction
- Differentiated Instruction
- School-wide Reading Assessment Program (DIBELS, AIMS web)
- School-wide Positive Behavior Support
- Establish and Teach School-wide and Classroom Behavioral Expectations
- Establish Plan to Acknowledge Students
- SWIS to Track Referrals
# Accommodations, Modifications, and Interventions . . . What’s the Difference?

This document is meant to serve as a resource with definitions, examples and clarifications of accommodations, modifications, and interventions. The list of examples is not exhaustive, but may provide you with ideas of what each might look like in the classroom.

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Examples</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodations</strong>: Changes made to instruction and/or assessment intended to help students fully access the general education curriculum without changing the instructional content. Accommodations provide equitable instruction and assessment for students by reducing or eliminating the effects of a student’s disability. <strong>They do not change or reduce the learning expectations in regard to the goal being addressed or assessed.</strong> Generally, the resulting student product with accommodations is equal to the student product without accommodations.</td>
<td>• Providing more time to complete work&lt;br&gt;• Allowing movement to increase physical comfort&lt;br&gt;• Allowing use of recorder to tape lectures&lt;br&gt;• Allowing use of calculator (if “computing” is not the goal being addressed/assessed)&lt;br&gt;• Allowing oral responses instead of written responses&lt;br&gt;• Providing study guides before tests&lt;br&gt;• Orally reading test items in any subject other than reading/comm. Arts (if “reading” is not the goal being addressed/assessed)</td>
<td><strong>Accommodation or Modification?</strong> Determining the difference between a modification and accommodation can be difficult. The key is to begin with the end in mind. Ask yourself, “What is the goal I want the student to learn and master?” If a change made to the instruction and/or assessment <strong>does allow</strong> for demonstration of mastery of the goal, then the change is probably an accommodation. If a change made to the instruction and/or assessment <strong>does not allow</strong> for demonstration of mastery of the goal, then the change is probably a modification. If the goal is to have the student learn the same content as all students and produce the same product as other students you do not want to provide modifications to any assignments/instructional activity related to that goal, rather you would want to provide that student with accommodations to complete assignment/instructional activity.</td>
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<tr>
<td><strong>Modifications</strong>: Alterations made to instruction and/or assessment that change, lower, or reduce learning or assessment expectations. <strong>Modifications change or reduce</strong> the learning expectations in regard to the goal being addressed or assessed. More often than not, the resulting student product is not equal to the student product without modifications.</td>
<td>• Reducing the amount or complexity of content the student has to know&lt;br&gt;• Reworking/explaining/paraphrasing test questions&lt;br&gt;• Shortening a spelling list&lt;br&gt;• Oral Reading of reading/comm. Arts content (if “reading” is the goal being addressed/assessed) using a different reading scale</td>
<td></td>
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<tr>
<td><strong>Intervention</strong>: Academic or behavior interventions are strategies or techniques used to teach a new skill, build fluency in a skill, or encourage the application of existing skills to a new situation. Interventions should include a targeted assessment, planning, and data collection. Interventions should be scientifically research based or evidence based and monitored regularly (progress monitoring) to determine student growth and to inform instructional decision-making.</td>
<td>• Examples of evidence based interventions can be found on the websites listed here <a href="http://dese.mo.gov/3tieredmodels/ebpc/resources.html">http://dese.mo.gov/3tieredmodels/ebpc/resources.html</a></td>
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</table>

*Accommodations appropriate for the classroom and everyday instruction may result in a Lowest Obtainable Scale Score (LOSS) on the state-wide assessments. Please see [http://www.dese.mo.gov/divsspeed/Compliance/IEP/documents?form D.doc](http://www.dese.mo.gov/divsspeed/Compliance/IEP/documents?form D.doc) for the accommodations that can be used on MAP and EOC without impacting the score.*
1. Is the curriculum evidence-based or research-based?
2. Is the classroom instruction delivered with fidelity? (Review Fidelity data)
3. Does the data show that the grade level, classroom, subgroups, and individual students are making adequate progress? (Grade-level Problem Solving Team (PST) meetings)

**Yes**

- Monitor class and determine if a core intervention is necessary. (Consider class progress, number of students at benchmark, and those students who are struggling)
- Develop a core instructional outline and monitor data.
- Meet with and progress monitor groups of students not at benchmark
- Meet with groups of students that are at or above benchmark as time permits.
- Use interventions with students who show need for assistance.
- Adhere to research for each intervention and progress monitor bi-weekly (minimum).
- Monitor RoI for 4-6 weeks from beginning date of intervention. If RoI does not indicate adequate progress, change the intervention or increase the intensity (increase time).
- Team will meet to make change in intervention.

**No to ANY of the above questions**

Determine which questions were answered no. Develop a plan to address student or subgroup:
1. District texts should be research based.
2. Use fidelity check lists and walk-through data to determine needed change.
3. Incorporate skill interventions in core instruction to address students that are not showing progress.

Class RoI is within 70-80% of goal set in problem solving meetings
- OR -
  70-80% of students are at benchmark,
- AND -
  answers to the other questions are yes.

Go to YES.

If student RoI continues to indicate lack of adequate progress, or the intensity of the intervention cannot be effectively maintained in general education, complete Individual Problem Solving Request. Team will add an additional Tier 3 intervention. Progress monitor on a weekly basis. Determine if a request for a 504 Accommodation Plan or Special Education evaluation should be considered.
PST Process

1. MTSS brochure – Give to all parents at registration
2. Instructional Planning Outline
3. Principal walk-through data
4. Grade level and classroom data

1. Grade level and classroom benchmark and progress monitoring data
2. Instructional Planning Form

1. Progress monitoring data
2. Tier 2 Parent Information Letter

1. Tier 2 Parent Information Letter
2. Progress monitoring data
3. RTI Documentation Form

Possible forms include:
- Individual Student Problem Solving Request

1. Tier 3 Parent Information Letter
2. Individual Student Problem Solving Request
3. Request for a 504 Accommodation Plan or Evaluation for Special Education form
**PST Roles**

**Coordinator**
Receives request for PST after completed by teacher and reviewed by external coach, sets up meeting, emails PST information to team before the meeting (and notes from the meeting afterward), facilitates meeting (typically building principal or designee).

*Request for PST goes to coach first. Coach helps teacher ensure request for PST paperwork is complete. Completed request will then go to coordinator.*

**External Coach**
Works with teacher to ensure request for PST is complete. The external coach may help guide the following in the building: collecting data, progress monitoring, implementing interventions, classroom support, classroom observation, fidelity checks, instructional modeling, and follow-up at any time through the process. Follow-up will be conducted by internal and external coaches to ensure plan is being implemented as determined.

*Internal coach will work closely with external coach to build capacity in this role.*

**Requesting Teacher**
Completes the Tier 1 data collection form that collects data from core instruction. Completes request for PST paperwork. Gathers any necessary data and collaborates with coach to implement any Tier 1 supports (academic must be in addition to core instruction).

*After request for PST is made, requesting teacher will work with coach and PST team to implement Tier 2 intervention, collect data, etc.*

*Data includes DIBELS, Delta screener, intervention progress tracking, and progress monitoring.*

**Internal Coach**
Internal coach will be involved from the start, work as a team member, offer recommendations, techniques, strategies, etc. Internal coach may serve as coach and provide support at all tiers.

**Possible PST Members:**
- Principal – most likely will work as the coordinator unless otherwise designated
- Gen Ed teacher
- Special Ed teacher
- External Coaches (School Psych or TC)
- Internal Coaches - School Success Worker (Behavior), Title 1 (Academic)
MTSS Readiness Checklist

Purpose: To help schools determine their readiness in implementing a MTSS model.
Status: Achieved, In process, Not started

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. High quality instructional and behavioral supports are in place.</td>
<td></td>
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<tr>
<td>2. Scientific, research-based and/or best practice interventions are delivered in the areas of student difficulty by qualified personnel with expertise in the intervention used.</td>
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<tr>
<td>3. Student progress is continually monitored (3 times a year for all, more often as needed.)</td>
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<tr>
<td>4. Data-based documentation is maintained on each student.</td>
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<tr>
<td>5. Systematic documentation verifies that interventions are implemented with fidelity, integrity and the intended intensity.</td>
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<tr>
<td>6. Decisions are made by a collaborative team of school staff who review response data and other information required to ensure an informed decision.</td>
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<tr>
<td>7. Interventions address the individual student’s difficulties at the needed level of intensity and with the support of needed resources and personnel.</td>
<td></td>
</tr>
<tr>
<td>8. A written document describing the specific components and structure of the process to be used is available to parents and professionals.</td>
<td></td>
</tr>
<tr>
<td>9. Parent notification and involvement are documented.</td>
<td></td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>Arrangement</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Skill</td>
<td></td>
</tr>
<tr>
<td>Teaching Strategy</td>
<td></td>
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</tbody>
</table>

* A detailed lesson plan may be attached if available
CORE Instructional Outline

Teacher Name: _______________________________________

School Year: ____________________

Course/Subject Area: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Arrangement</th>
<th>Time</th>
<th>Motivational Strategies</th>
<th>Assessment Procedures</th>
</tr>
</thead>
</table>
| Warm up activity         | Whole-class          | 10 minutes | ☐ PBIS reward system  
☐ Positive feedback  
☐ Recognition/Praise  
☐ Goals/define “why” of lesson | Formative Assessment throughout lesson/Summative Assessment will occur halfway and at the end of chapter |
| Introduce new skill or content | Whole-class          | 25 minutes | ☐ PBIS reward system  
☐ Positive feedback  
☐ Recognition/Praise  
☐ Goals/define “why” of lesson |                                                                                           |
| Guided Practice           | Whole-class          | 20 minutes | ☐ PBIS reward system  
☐ Positive feedback  
☐ Recognition/Praise  
☐ Goals/define “why” of lesson |                                                                                           |
| Independent practice with monitoring/Small group re-teaching if necessary | Small group/one-on-one | 25 minutes | ☐ PBIS reward system  
☐ Positive feedback  
☐ Recognition/Praise  
☐ Goals/define “why” of lesson |                                                                                           |
| Lesson wrap-up (monitoring student learning, e.g. ticket out the door) | Whole-group          | 10 minutes | ☐ PBIS reward system  
☐ Positive feedback  
☐ Recognition/Praise  
☐ Goals/define “why” of lesson |                                                                                           |

Small-group  
One-on-one

* A detailed lesson plan may be attached if available.
### Observation: Delivery of Instruction

**Teacher** __________________________________________________________________________

**Observer** __________________________________________________________________________

**Date/Time/Period** ____________    ____________    ________

Drop-in ☐    Extended Observation ☐ (Check One)

<table>
<thead>
<tr>
<th>Teacher Behaviors</th>
<th>The Teacher:</th>
</tr>
</thead>
</table>
| □ Fully Implemented
| □ Partially Implemented
| □ Not Implemented |

1. **Frequent Responses:** Requests frequent responses from ALL students, allowing rehearsal of content and checking for understanding.
   *Does the teacher have routines in place for ALL students to respond?*
   *Students chorally responding when answers are short and the same*
   *Students writing answers on response boards (white boards, response cards etc.)*
   *When questions are open-ended and require higher-order thinking, all students are able to respond by thinking and writing their responses individually, and then tell a partner.*
   *Individuals are called on only after all students have had an opportunity to respond.*
   *See Anita Archer’s Active Participation Strategies.*

2. **Limited Use of Volunteers:** Avoids calling on volunteers except when the response is based on personal experience.
   *Students need an opportunity to think and discuss possible answers before being called on.*
   *If teacher is using the active participation strategies above, then calling on students who have their hand raised should be a practice that is used on a very limited basis.*

3. **Adequate Thinking Time:** Provides adequate thinking time for responses.
   *In order to increase the likelihood that students will respond correctly, think time is always given before asking students to respond.*
   *Often “think” is paired with writing*
   *Does the teacher ask students to indicate when they are done thinking (elementary – thumb up, secondary – make eye contact)*
   *Lower-cognitive-demand question = 3 seconds. Higher-cognitive-demand question would require more time.*

4. **Monitoring Responses:** Monitors student responses through focused listening and observing, circulating around the room when students are sharing with partners or teams, reading with partners, or completing written responses.
   *Does the teacher have a system for monitoring responses? Example: Walking around the room and recording ideas of students and their names (2-5). Afterward, the teacher could then use ideas/students names to highlight the discussion before moving on – helps to keep a brisk pace.*

5. **Brisk Pace:** Having prepared for the lesson, maintains a brisk instructional pace while providing adequate thinking time. Avoids digressions.
   *Helps to reduce potential problem behaviors by keeping students engaged.*

6. **Proactive Handling Inattentive Students:** Avoids calling on inattentive students. Uses other methods to regain their attention such as: physical proximity to the inattentive student, re-directives ("Listening.") to the whole group, or asking students to complete a task ("Highlight the first heading.").
**If the priority elements above are in place, then you can shift your focus to the elements below.**

<table>
<thead>
<tr>
<th></th>
<th>7. Equity of Individual Turns: Calls on a variety of students using a preplanned system to randomize students who are called on to ensure equity.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8. Error Corrections: Provides immediate, clear corrections for individual or group errors, telling students or guiding them to the correct answer.</td>
</tr>
<tr>
<td></td>
<td>9. Feedback and Acknowledgement: Provides specific feedback and positive affirmation for performance, focusing on achievement and effort rather than on inherent qualities.</td>
</tr>
<tr>
<td></td>
<td>10. Lesson Adjustment: Adjusts the lesson based on student performance (e.g., Re-teaches challenging content. Provides additional practice. Moves forward in lesson.).</td>
</tr>
<tr>
<td></td>
<td>11. Positive Learning Environment: Promotes a positive learning environment, connecting with the learners and promoting student success. Utilizes positive procedures to encourage appropriate behavior.</td>
</tr>
<tr>
<td></td>
<td>12. Enthusiasm: Displays a genuine interest in the content of the lesson and the learning of his/her students.</td>
</tr>
</tbody>
</table>

Glows (Successes)

Grows (Suggestions for Improvement)
## OBSERVATION--ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:
1 = inconsistent or unpredictable..... 5 = consistent and predictable

<table>
<thead>
<tr>
<th>Physical Space:</th>
<th>Is physical space organized to allow access to instructional materials?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work centers are easily identified and corresponds with instruction</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Traffic flow minimizes physical contact between peers and maximizes teacher’s mobility</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attention:</th>
<th>Does the teacher gain the attention of the students prior to instruction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A consistent and clear attention signal is used across instructional contexts</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Uses a variety of techniques to gain, maintain, and regain student attention to task.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
<th>Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Materials are prepared and ready to go.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Pre-corrects are given prior to transitions.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Students engaged at high rates during individual work</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Down-time (including transitions) is minimal</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior Management:</th>
<th>Does the teacher have universal systems of PBS in place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rules are posted</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Rules are referred to at appropriate times</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Students receive verbal praise for following rules</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Continuum of consequences for encouraging expected behaviors</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Continuum of consequences for discouraging expected behaviors</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Maintains a 4:1 ratio of positive to negative statements</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Routines:</th>
<th>Does the teacher have procedures and routines that are clear and consistently followed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start of class</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Working in groups</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Working independently</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Special events (movies, assemblies, snacks, parties)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Obtaining materials and supplies</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Using equipment (e.g. computer, tape players)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Managing homework and other assignments</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Personal belongings (e.g. coats, hats)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Content:</th>
<th>Does the teacher implement effective instruction strategies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assignments can be completed within allotted time period</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Content presented at student level resulting in high rates of engagement</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Frequently checks student learning for understanding</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Instructional focus builds on student’s current and past skills</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Gives clear set-up and directions for task completion</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

Based on the observation, summarize strengths and weaknesses of universal support implementation in the classroom.
### Multi-Tiered System of Supports

<table>
<thead>
<tr>
<th>Area(s) of Concern:</th>
<th>SPECIFIC INTERVENTION</th>
<th>FREQUENCY</th>
<th>DURATION</th>
<th>OUTCOME</th>
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<tbody>
<tr>
<td><strong>TIER 1</strong></td>
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<tr>
<td>Core Instructional Intervention</td>
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<td>Other</td>
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<td><strong>TIER 2</strong></td>
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<tr>
<td>Target Group Intervention</td>
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<td>minutes</td>
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<td>Other</td>
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</table>

- Monitor by: _____________
- Goal: _______/Actual: _______

- Acceptable Progress
- Slow Progress
- No Progress

These Interventions occurred in general education settings and were delivered by qualified personnel.

Data documentation of the student’s progress was provided to the student’s parents.

Student’s parents were notified about the policies regarding the amount and nature of student performance data that will be collected, the general education services provided, strategies for increasing the student’s rate of learning, and the parent’s right to request an evaluation.

Targeted Interventions: Group size, sessions per week, and minutes in each session should all be based on the research intervention/strategy being implemented.
<table>
<thead>
<tr>
<th>TIER 3</th>
<th>SPECIFIC INTERVENTION</th>
<th>FREQUENCY</th>
<th>DURATION</th>
<th>OUTCOME</th>
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</thead>
<tbody>
<tr>
<td>Intensive Individual Intervention</td>
<td>______ minutes</td>
<td>☐ Daily ☐ ____ X Weekly ☐ Other</td>
<td>______ to ______</td>
<td>Monitor by: ______ Monitor by: ______ Goal:_<strong><strong>/Actual:</strong></strong>__</td>
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<td>☐ Acceptable Progress ☐ Slow Progress ☐ No Progress</td>
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<tr>
<td>Intensive Individual Intervention</td>
<td>______ minutes</td>
<td>☐ Daily ☐ ____ X Weekly ☐ Other</td>
<td>______ to ______</td>
<td>Monitor by: ______ Monitor by: ______ Goal:_<strong><strong>/Actual:</strong></strong>__</td>
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<tr>
<td>Intensive Individual Intervention</td>
<td>______ minutes</td>
<td>☐ Daily ☐ ____ X Weekly ☐ Other</td>
<td>______ to ______</td>
<td>Monitor by: ______ Monitor by: ______ Goal:_<strong><strong>/Actual:</strong></strong>__</td>
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<td></td>
<td>☐ Acceptable Progress ☐ Slow Progress ☐ No Progress</td>
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<tr>
<td>Intensive Individual Intervention</td>
<td>______ minutes</td>
<td>☐ Daily ☐ ____ X Weekly ☐ Other</td>
<td>______ to ______</td>
<td>Monitor by: ______ Monitor by: ______ Goal:_<strong><strong>/Actual:</strong></strong>__</td>
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<td>☐ Acceptable Progress ☐ Slow Progress ☐ No Progress</td>
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</tbody>
</table>

☐ These Interventions occurred in general education settings and were delivered by qualified personnel.
☐ Data documentation of the student’s progress was provided to the student’s parents.
☐ Student’s parents were notified about the policies regarding the amount and nature of student performance data that will be collected, the general education services provided, strategies for increasing the student’s rate of learning, and the parent’s right to request an evaluation.

☐ Intensive Individual Intervention size of no more than 5 students.

* Please attach to Individual Problem Solving request.
Parent Notification of Intervention

Tier 2

- Sent when a student is receiving a Tier 2 Intervention outside of Core instruction
- Completed at a Grade Level Problem Solving Meeting/Data Review
- Responsibility of Coordinator

Criteria Guidelines for Tier 2 Intervention

- Should be implemented for at least 6-8 weeks
- Minutes per session should be 20-30 minutes*
- Group size – dependent upon research of strategy/intervention**
- Progress Monitoring bi-weekly

*Group size, sessions per week, and minutes in each session should all be based on the research of the intervention/strategy being implemented with the student.

**Tier 2 interventions require a minimum of 4 weeks and at least 4 data points of instruction before looking at changing intensity or the intervention. When the intervention is changed in intensity, a collection of at least 3-6 more data points is required. If the student is making progress, continue Tier 2 intervention. If the student is not progressing, move to Tier 3.
Dear

Through a school-wide initiative known as Multi-Tiered Systems of Supports (MTSS), AMA ESD and your local school district are providing instruction beyond the core classroom to students who have demonstrated a weakness in reading, math, or core content area. If this intervention is ineffective, a new, more intensive intervention will be tried.

Based on class-wide assessment, you student, __________________________, has demonstrated a need for more instruction in the area(s) of _______________________________________________.

Your student will participate in small group or individual activities _____ times per week for _____ minutes outside of core instruction. Progress will be monitored weekly to ensure that the additional instruction is effective.

If you have any questions regarding the instruction, student progress, or the overall MTSS process, please contact your student’s teacher.

Sincerely,

Classroom teacher and the
Building Problem Solving Team
Dear

Through a school-wide initiative known as Multi-Tiered Systems of Supports (MTSS), AMA ESD and your local school district are providing an intervention beyond the core classroom to students who have demonstrated weakness in social, emotional or behavioral expectations. If this intervention is ineffective, a new, more intensive intervention will be tried.

Based on data collected, your student, _______________________, has demonstrated a need for more instruction in the area(s) of _______________________. Your student will participate in small group or individual activities _____ times per week for _____ minutes. Progress will be monitored weekly to ensure that the additional instruction is effective.

If you have any questions regarding the instruction, student progress, or the overall MTSS process, please contact your student’s teacher.

Sincerely,

Classroom Teacher and the
Building Problem Solving Team
Parent Notification of Intervention

Tier 3

- Sent when a student is receiving a Tier 3 Intervention on top of Tier 2 Intervention
- Completed at a grade Level Problem Solving Meeting/Data Review
- Responsibility of Coordinator

Criteria Guidelines for Tier 3 Intervention

- Should be implemented for at least 6-8 weeks
- Minutes per session should be 20-30 minutes*
- Group Size 3-5*
- Progress Monitoring--weekly

*Group size, sessions per week, and minutes in each session should all be based on the research of the intervention/strategy being implemented with the student.
Dear

As you have been previously informed, ______________________ has been receiving an intervention to help improve skills in ____________________________. We have monitored progress weekly. The data shows us that progress is below the expected level, and we feel that the level of support should be increased in order to provide your student the best possible chance of catching up to peers.

The building Problem Solving team will generate a plan for your student. This plan may include more intensive assistance or increase exposure to lesson materials. Once again, we will be monitoring your student’s progress on a weekly basis to determine if the new intervention is working. If progress continues to be below expected levels, you will be invited to a meeting to discuss a plan more specific to your student’s needs.

If you have any questions regarding this instruction, please contact _________________.

Sincerely,

Classroom teacher and the
Building Problem Solving Team
Individual Student Problem-Solving Request

Student Name: ___________________________________________ School Grade: _______ DOB: ___________

Parent/Guardian Name(s): __________________________________________ Phone: _____________________

Address: ___________________________________________________________________________________

What are the student’s strengths?

What are the student’s current grades? What is the classroom average in each subject area?

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Reading</th>
<th>Lang/Arts/Eng</th>
<th>Spelling</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
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<tr>
<td>Rest of Class</td>
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</tbody>
</table>

Reason for request (Check the primary concern):

**Academic**
- Early Literacy Skills
- Reading Fluency
- Reading Accuracy
- Reading Comprehension
- Spelling

**Writing**
- Early Numeracy Skills
- Math Applications
- Math Computation
- Other: _______________

**Behavioral**

**Emotional**

**Medical**

Please describe the specific concerns regarding this request. List any academic, social, emotional, or medical factors that negatively impact the student’s performance.

Please list your baseline data for the area of concern (example: Mary is reading 32 words correctly at the 4th grade level; Tommy is getting out of his seat an average of 0 times in 30 minutes).

What is your specific goal for this student?
Please note the date/type of parent contact regarding the concern(s).

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

Other relevant academic data:

CA-60:

**Vision:** Date: ______________ □ Pass □ Fail  **Hearing:** Date: ______________ □ Pass □ Fail

Is the child currently on any medication? □ YES □ NO  If yes, please list: ________________________________________

Is attendance currently an issue? □ YES □ NO (If yes, attach attendance data.)

Grades repeated: □ K □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10 □ 11 □ 12

Is behavior currently an issue? □ YES □ NO  If yes, have rating scales been completed? □ YES □ NO (Please attach results and/or discipline records—office referrals, SWIS data, etc.)

**Checklist of Additional Data Attached:**

<table>
<thead>
<tr>
<th>Intervention Documentation</th>
<th>Student Work Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ DIBELS Reports</td>
<td>□ Attendance Report</td>
</tr>
<tr>
<td>□ Delta Math Reports</td>
<td>□ Behavior (SWIS, CICO, etc.)</td>
</tr>
<tr>
<td>□ STARS/Title I Reports</td>
<td>□ Other: ______________</td>
</tr>
</tbody>
</table>

______________________________________________________________
Teacher Signature

______________________________________________________________
Principal Signature

Parent/Guardian contacted by ________________________________ on _________________________

Forwarded to building administrator on __________________________

Received by external coach on ________________________________
Parent Notification of Individual Problem Solving Meeting

- Sent to invite parents to the meeting in order to be a part of the Problem Solving Process

- Individual Problem Solving meetings can occur as needed, at any time during the continuum of services

- Responsibility of the Coordinator
Dear parent/guardian of ________________________,

You are invited to a meeting to discuss your child’s educational needs. The meeting is scheduled for __________________________ at _____________________.

Participants in the meeting will include those staff members who are part of the individual problem solving team as well as your child’s general education teacher.

If you have any questions, please call ___________________________ at (      ) ________________.

Sincerely,

Building Problem Solving Team
PROBLEM SOLVING TEAM MEETING AGENDA

Purpose: Identify the needs of an individual student

• Identify roles (3 minutes)
  o Recorder, Facilitator, Time Keeper

• Problem Identification (3 minutes)
  o Review school wide screening and interventions with progress monitoring from Tier 2
  o Differentiate between a skill and a performance problem
  o Identify areas where scores are low or where progress has not been made
  o Identify situations in which the problem is most likely and least likely to occur

• Problem Analysis (3 minutes)
  o Generate a hypothesis
  o Collection of data
  o Revise hypothesis if needed

• Plan Intervention (5 minutes)
  o Focus on hypothesis statement: Consider increasing intensity of interventions. Example: Three times a week increased to five times a week; 10 minute session to 20 minute session.
  o Consider adding additional interventions to current interventions
  o Consider instructional, curriculum, and environmental changes
  o Consider classroom accommodations

• Application of Interventions (3 minutes)
  o Write an intervention plan which:
    ▪ Indicates date intervention starts
    ▪ Specifies what the intervention will be
    ▪ Identifies who will be providing and progress monitoring the intervention
    ▪ States how often and for how long the intervention will occur
    ▪ Defines the goal of the intervention: How will you know if the intervention is successful?

• Evaluation of Interventions (3 minutes)
  o Set a date to review the progress of the student – 12 data points are needed over at least a 12-week period
  o If accommodations are successful, consider a 504 accommodations plan
  o If accommodations are not successful and interventions are too intensive to maintain, discuss other options in assisting the student

• Set next meeting (2 minutes)
Individual Student Problem-Solving

Meeting Notes

Student: ___________________________________________ Date: ________________________

School: ___________________________ Grade: _______ Teacher: ________________________

Meeting Number: _______ Date(s) of Previous Meetings: ____________________________

<table>
<thead>
<tr>
<th>Team Member Present</th>
<th>Team Member’s Role</th>
</tr>
</thead>
<tbody>
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</table>

Problem Identification (taken from IPS request):

Problem Analysis (include input from team members, review of previous plans, etc.):
Plan Development**

**Intervention (Include Frequency/Duration):**

**Supports/Materials Needed (Specify Interventionalist):**

**Progress Monitoring (What? Who? How frequently?):**

**Goal/Timeline:**

**Update MTSS Documentation Form to reflect revised intervention plan.**

Follow-Up Meeting: ____________________________
Individual Student Problem-Solving
Parent Permission for Data Review

Student Name: ____________________________________________  Grade: ____________________
Teacher: ___________________________________________________  School: ____________________

The Individual Problem Solving Team has determined that more data be collected and/or reviewed in order to
make appropriate academic decisions for your student. Data will be collected and/or considered in the following
areas:

☐ DIBELS
☐ Writing
☐ Current Grades
☐ Other Academic Data
☐ Academic Testing Data
☐ Attendance
☐ Medical Information/Documentation
☐ Vision/Hearing
☐ Previous Testing Information
☐ Speech and Language Information
☐ Behavior Information/Documentation/Rating Scale
☐ Adaptive Behavior Rating Scale
☐ Other Relevant Information: __________________________________________________________

After the data has been collected, you will be invited to attend a meeting with the Problem Solving team to assist
in further plan development.

☐ I DO give approval for data collection and review.
☐ I do NOT give approval for data collection and review.

____________________________________________________________  ________________________
Parent Signature                   Date
Individual Student Problem-Solving Data Review

Student’s Name: ___________________________________________________ DOB: ________________

Parent/Guardian Name(s): ___________________________________________ Phone: ________________

Address: __________________________________________________________________________________

Teacher: ________________________ School/Grade: ______________________________

DIBELS:

Last Benchmark Score: ______ Date: __________ Area: __________________ Goal: _______

Last Benchmark Score: ______ Date: __________ Area: __________________ Goal: _______

Please attach updated progress monitoring data.

DELTA MATH:

Last Benchmark Score: ______ Date: __________ Area: __________________ Goal: _______

Last Benchmark Score: ______ Date: __________ Area: __________________ Goal: _______

Please attach updated progress monitoring data.

Writing:

Current Grades:

Other Academic Data:

Academic Data (e.g., MEAP, etc.) Please attach a copy of the standardized report.

<table>
<thead>
<tr>
<th>TEST</th>
<th>DATE</th>
<th>GRADE</th>
<th>READING SCORE</th>
<th>MATH SCORE</th>
<th>WRITING SCORE</th>
</tr>
</thead>
<tbody>
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Attendance (*Please attach report when significant)*:

Medical Information/Documentation:

Vision Screening: Date: _______________ ☐ Pass ☐ Fail

Hearing Screening: Date: _______________ ☐ Pass ☐ Fail

Previous testing Information:

Speech and Language Information:

Behavior Information/Documentation/Rating Scale: *Please attach results and/or Discipline records (Office Referrals, SWIS, CICO, etc.)*

Adaptive Behavior rating Scale (*please attach*)

Other Relevant Information:

☐ Referral for an evaluation is NOT recommended due to the following factors:

☐ Referral for an evaluation is NOT recommended because data indicates the student is making progress with the following interventions:

☐ Referral for an evaluation IS recommended. Document sufficient reason(s) to suspect a disability below:

___________________________________________________________    _____________________________
Signature Date