REFERRAL TO DISTRICT'S PROBLEM SOLVING TEAM

"A problem-solving team develops valid interventions designed to resolve a student's academic or behavioral difficulty in a general education setting if possible. The emphasis in problem solving is to meet the student's *needs* first and produce positive learning outcomes."

Directions: This form can be used as a guide through the problem solving process for a student experiencing academic and/or behavioral concerns in the general education classroom.

Student_____ **School** _____ **Grade** _____

Parents first notified of concern(s) on _____ **by** _____
<div style="text-align:center">Date   Teacher</div>

Background Information:

- ☐ Individual Instruction?   Date(s) _____
- ☐ Title I Services?   Date(s) _____
- ☐ Special Education services? Date(s) _____
- ☐ Behavioral supports?   Date(s) _____
- ☐ Student retained?   Year(s) _____

Vision/Hearing Screening Dates: _____

Attendance History: _____

Health Concerns: _____

Meeting Date(s): _____; _____; _____

STEP 1: DEFINE THE PROBLEM

Discuss the referral information and define the concern in observable and measurable terms. The emphasis is to break down a broad general concern such as *reading difficulty* into specific skills, such as problems with phonemic awareness, fluency, or poor comprehension. Use the following information as a guide to help *narrow* the student's skill deficits.

Area(s) of Concern

Math Calculation:

☐ Counting objects	☐ Subtraction Facts	☐ Decimals
☐ Identifying/Writing numbers	☐ Multiplication/Division Facts	☐ Fractions: add/subtract/multiply/divide
☐ Arithmetic Readiness	☐ Division Operations	☐ Regrouping in Addition/Carrying
☐ Addition Facts	☐ Multiplication Operations	☐ Regrouping in Subtraction/Borrowing

Math Reasoning/Story Problems:

☐ Problems Involving Time	☐ Word problems with more than one math function
☐ Measurement problems	☐ Applying appropriate problem solving concepts
☐ Money values	☐ Percentage problems
☐ Fractional parts	☐ Problems without pencil/paper

Basic Reading Skills:

☐ Identify letters of the alphabet	☐ Word attack - decoding	☐ Syllabication
☐ Reading Readiness	☐ Diphthongs: vowels in combination	☐ Addition of letter sounds in words
☐ Consonant sound	☐ Silent letters	☐ Omission of letter sounds in words
☐ Vowel sounds: long/short	☐ Sight word deficits	☐ Reversals

Reading Fluency Skills:

☐ Reading lacks expression	☐ Reads word by word	☐ Reads quickly with no comprehension
☐ Stops reading at unknown words	☐ Does not self-correct miscues	☐ Reads with no intonation (monotone)
☐ Reads at slow rate of speed	☐ Disregards punctuation while reading	☐ Hesitates while reading
☐ Reading errors		

Reading Comprehension:

☐ Main idea (central theme)	☐ Cause and effect	☐ Inferences/implied meaning
☐ Sequence of events	☐ Details stated in material	☐ Vocabulary/word meaning

Written Expression:

- [ ] Vocabulary
- [ ] Incorrect pencil grasp
- [ ] Upper/lower case letters
- [ ] Logical sentence structure
- [ ] Legibility

- [ ] Reversals
- [ ] Spelling
- [ ] Summary sentences
- [ ] Word usage – tense/plurals

- [ ] Abbreviation
- [ ] Punctuation/capitalization
- [ ] Complex sentences/story construction
- [ ] Paragraph construction

Listening Comprehension:

- [ ] Auditory attention span
- [ ] Auditory discrimination
- [ ] Auditory memory

- [ ] Receptive vocabulary
- [ ] Sequence of events
- [ ] Needs questions/directions repeated

- [ ] Answers questions inappropriately
- [ ] Understanding directions

Oral Expression:

- [ ] Voice
- [ ] Articulation/phonology
- [ ] Fluency (part or whole word)
- [ ] Expressive vocabulary

- [ ] Syntax (sentence structure)
- [ ] Grammar
- [ ] Pragmatics (functional use)
- [ ] Synonyms

- [ ] Analogies
- [ ] Antonyms
- [ ] Reasoning/problem solving
- [ ] Word usage (tense/plurals)

Behavior/Social Emotional:

- [ ] Teasing
- [ ] Tattling
- [ ] Stealing
- [ ] Lying
- [ ] Anxious/Worried
- [ ] Depressive
- [ ] Inattentive
- [ ] Complaining

- [ ] Tantrums/Anger
- [ ] Refusing to work
- [ ] Shy
- [ ] Destructive
- [ ] Cheating
- [ ] Blaming others
- [ ] Showing off

- [ ] Talking in class
- [ ] Interrupting
- [ ] Fighting
- [ ] Hyperactive
- [ ] Immature
- [ ] Being bullied
- [ ] Bullying

- [ ] Unorganized
- [ ] Assignment completion
- [ ] Disobeying
- [ ] Dependent
- [ ] Being careless
- [ ] Being forgetful
- [ ] Being rude

Other:

- [ ] Fine Motor
- [ ] Gross Motor

- [ ] Hearing
- [ ] Vision

- [ ] Medical
- [ ] Self-Help/Adaptive skills

Define the student's main concern in observable, measurable terms:

_____
_____
_____

STEP 2: COLLECT BASELINE DATA

The team identifies the method for measuring the student's current (baseline) performance level for the problem stated above.

Student's current level of performance (stated in observable, measurable terms):

_____
_____

STEP 3: ANALYSIS OF THE ASSESSMENT RESULTS AND GOAL SETTING

Comparison of student's performance to peers/ benchmark:

_____
_____

Set an observable, measurable goal for the student:

_____
_____
_____

STEP 4: DEVELOP AND IMPLEMENT THE INTERVENTION PLAN

Interventions are evidence-based strategies; that is, they have been proven effective in similar situations through well-designed research (simply making a change such as preferential seating is not an intervention, although it is part of a well-designed plan).

Interventions have two components: 1) A modification of instruction or behavioral contingencies for the student targeted in the identified area of concern 2) A progress-monitoring component to evaluate the effectiveness of the intervention.

Timeline: It is recommended that teams implement an intervention for at least a 3-week period.

Intervention Resources:

- What Works Clearinighouse   http://ies.ed.gov/ncee/wwc/
- Florida Center for Reading Research   www.fcrr.org
- Intervention Central   www.interventioncentral.org
- Big Ideas in Beginning Reading   http://reading.uoregon.edu/
- Vaughn Gross Center for Reading and Language Arts   http://www.texasreading.org/utcrla/

Summarize the intervention(s) attempted in the classroom to meet the goal stated above. Also summarize how the data will be collected and displayed:

_____

_____

_____

In addition to implementing interventions with the student, the team may consider some of the following classroom modifications to allow the student to experience more success.

INSTRUCTIONAL OPTIONS	
☐ Multi-sensory presentation of content	☐ Strategy learning
☐ Reinforce instruction with learning center activities	☐ Increased wait-time (response time)
☐ Cooperative learning strategies	☐ Have students restate directions
☐ Technology to reinforce instruction	☐ Other
☐ Clear corrective feedback	☐

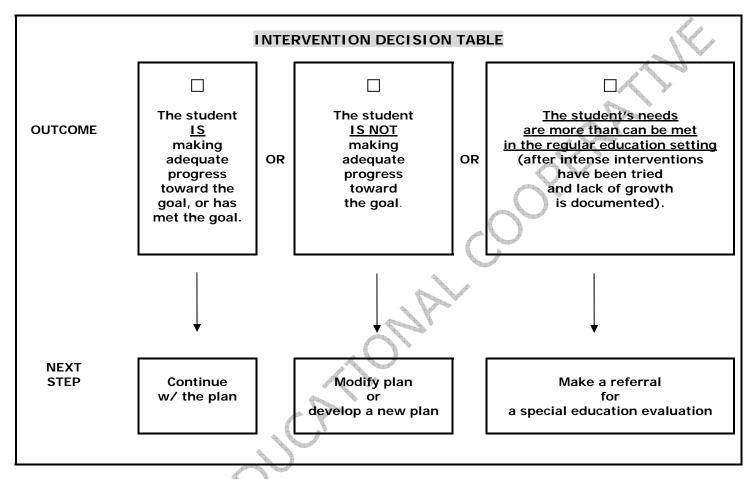| BEHAVIOR MANAGEMENT/ATTENTION	
☐ Teach acceptable behaviors	☐ Teach problem-solving
☐ Anticipate problems	☐ Seating close to teacher
☐ Use verbal/non-verbal cues	☐ Set time limits for a task (use a timer)
☐ Use role-play	☐ Reduce distractions
☐ Use rewards/incentives	☐ Provide checklists for task completion
☐ Permit student choices	☐ Provide opportunities for physical movement
☐ Change routine	☐ Use peer tutor
☐ Teach goal-setting	☐ Other

WRITTEN WORK	
☐ Substitute an oral report or alternative assignment for written work	
☐ Use of a scribe	☐ Substitute graphic organizers for written work
☐ Shorten assignments	☐ Use framed outlines for note taking
☐ Allow extra time	☐ Shorten spelling lists
☐ Strategy use (TOWER, Herringbone, COPS)	☐ Other

READING

- ☐ Use audio books
- ☐ Use materials at student's reading level
- ☐ Highlight text
- ☐ Substitute study guide or outline for text
- ☐ Shorten reading assignments
- ☐ Read text to the student
- ☐ Teach content in another medium
- ☐ Allow extra reading time

- ☐ Omit more difficult reading assignments
- ☐ Pre-teach vocabulary
- ☐ Change arrangement of material on a page
- ☐ Don't ask students to read aloud
- ☐ Use reading strategies (Mulipass, RAP, 5 W's, Herringbone, Bridging)
- ☐ Have student verbally paraphrase what they have read
- ☐ Use high interest text to practice more difficult reading material
- ☐ Other

MATH

- ☐ Use graph paper
- ☐ Use consistent math terms
- ☐ Box or circle each problem
- ☐ Use consumable editions of hard cover texts
- ☐ Read story problems to student
- ☐ Use of calculator
- ☐ Use of number line
- ☐ Use of multiplication tables/chart

- ☐ Shorten assignments
- ☐ Use of manipulatives
- ☐ Provide additional practice
- ☐ Review key concepts frequently
- ☐ Provide students with a list of key words to highlight with a word problem
- ☐ Highlight key words in directions
- ☐ Have student identify the primary question that must be answered in a word problem
- ☐ Other

ORGANIZATION/STUDY SKILLS

- ☐ Reduce/omit quantity of material to be memorized
- ☐ Use of mnemonic devices
- ☐ Use of flash cards
- ☐ Use of assignment notebook with checking system
- ☐ Develop a system for organizing papers
- ☐ Use peer proofing
- ☐ Break long term assignments into steps
- ☐ Set up study groups
- ☐ Minimize materials needed

- ☐ Provide adequate time
- ☐ Assist the student in beginning each task
- ☐ Teach the student to prioritize assignments
- ☐ Prompt student to use organizational skills
- ☐ Follow a less desirable task with a more desirable task
- ☐ Provide a timer which student can use to increase attention Span/time on task
- ☐ Set up a predetermined signal to cue students back on task
- ☐ Other

TEST-TAKING

- ☐ Provide study guide
- ☐ Test review with teacher, tutor, other
- ☐ read test to student
- ☐ Permit dictated responses on essay tests
- ☐ Flexible time limits for tests
- ☐ Use simple wording and format for test questions

- ☐ Test smaller units of study at a time
- ☐ Modify tests (word bank, grouping, matching fewer problems on a page)
- ☐ Add bonus questions to each test
- ☐ Use test-taking strategies
- ☐ Allow open-book/open-note tests
- ☐ Other

STEP 5: ANALYSIS OF THE INTERVENTION PLAN

1. Analyze the rate of progress the student has made toward the goal created in Step 3.

2. Analyze the progress the student has made toward the stated goal(s).

3. Attach graphical data to show the student's level of progress.

INTERVENTION DECISION TABLE

OUTCOME	☐ The student **IS** making adequate progress toward the goal, or has met the goal.	**OR**	☐ The student **IS NOT** making adequate progress toward the goal.	**OR**	☐ **The student's needs are more than can be met in the regular education setting** (after intense interventions have been tried and lack of growth is documented).
NEXT STEP	Continue w/ the plan		Modify plan or develop a new plan		Make a referral for a special education evaluation

"Success is the sum of small efforts, repeated day in and day out."
- Robert Collier

_____   _____
Signature of School Administrator or Designee   **Date**

Resources

McCarney, S.B., & Cummins, K.K. (1988). *The pre-referral intervention manual: The most common learning and behavior problems encountered in the educational environment.* Columbia, MO: Hawthorne Educational Services.

Schwanz, K.A. & Barbour, B. (2005). Problem-solving teams: Information for educators and parents. *NASP Communiqué*, 33 (8). Retrieved May 11, 2009, from NAPS Communiqué Web site: http://www.nasponline.org/publications/cq/ cq338probsolve.aspx