

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** _____
Date Teacher

Background Information:

- | | |
|--|---------------|
| <input type="checkbox"/> Individual Instruction? | Date(s) _____ |
| <input type="checkbox"/> Title I Services? | Date(s) _____ |
| <input type="checkbox"/> Special Education services? | Date(s) _____ |
| <input type="checkbox"/> Behavioral supports? | Date(s) _____ |
| <input type="checkbox"/> 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:

- | | | |
|--|--|--|
| <input type="checkbox"/> Counting objects | <input type="checkbox"/> Subtraction Facts | <input type="checkbox"/> Decimals |
| <input type="checkbox"/> Identifying/Writing numbers | <input type="checkbox"/> Multiplication/Division Facts | <input type="checkbox"/> Fractions: add/subtract/multiply/divide |
| <input type="checkbox"/> Arithmetic Readiness | <input type="checkbox"/> Division Operations | <input type="checkbox"/> Regrouping in Addition/Carrying |
| <input type="checkbox"/> Addition Facts | <input type="checkbox"/> Multiplication Operations | <input type="checkbox"/> Regrouping in Subtraction/Borrowing |

Math Reasoning/Story Problems:

- | | |
|--|---|
| <input type="checkbox"/> Problems Involving Time | <input type="checkbox"/> Word problems with more than one math function |
| <input type="checkbox"/> Measurement problems | <input type="checkbox"/> Applying appropriate problem solving concepts |
| <input type="checkbox"/> Money values | <input type="checkbox"/> Percentage problems |
| <input type="checkbox"/> Fractional parts | <input type="checkbox"/> Problems without pencil/paper |

Basic Reading Skills:

- | | | |
|---|--|---|
| <input type="checkbox"/> Identify letters of the alphabet | <input type="checkbox"/> Word attack - decoding | <input type="checkbox"/> Syllabication |
| <input type="checkbox"/> Reading Readiness | <input type="checkbox"/> Diphthongs: vowels in combination | <input type="checkbox"/> Addition of letter sounds in words |
| <input type="checkbox"/> Consonant sound | <input type="checkbox"/> Silent letters | <input type="checkbox"/> Omission of letter sounds in words |
| <input type="checkbox"/> Vowel sounds: long/short | <input type="checkbox"/> Sight word deficits | <input type="checkbox"/> Reversals |

Reading Fluency Skills:

- | | | |
|---|---|--|
| <input type="checkbox"/> Reading lacks expression | <input type="checkbox"/> Reads word by word | <input type="checkbox"/> Reads quickly with no comprehension |
| <input type="checkbox"/> Stops reading at unknown words | <input type="checkbox"/> Does not self-correct miscues | <input type="checkbox"/> Reads with no intonation (monotone) |
| <input type="checkbox"/> Reads at slow rate of speed | <input type="checkbox"/> Disregards punctuation while reading | <input type="checkbox"/> Hesitates while reading |
| <input type="checkbox"/> Reading errors | | |

Reading Comprehension:

- | | | |
|--|---|--|
| <input type="checkbox"/> Main idea (central theme) | <input type="checkbox"/> Cause and effect | <input type="checkbox"/> Inferences/implicit meaning |
| <input type="checkbox"/> Sequence of events | <input type="checkbox"/> Details stated in material | <input type="checkbox"/> Vocabulary/word meaning |

Written Expression:			
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Reversals	<input type="checkbox"/> Abbreviation	
<input type="checkbox"/> Incorrect pencil grasp	<input type="checkbox"/> Spelling	<input type="checkbox"/> Punctuation/capitalization	
<input type="checkbox"/> Upper/lower case letters	<input type="checkbox"/> Summary sentences	<input type="checkbox"/> Complex sentences/story construction	
<input type="checkbox"/> Logical sentence structure	<input type="checkbox"/> Word usage – tense/plurals	<input type="checkbox"/> Paragraph construction	
<input type="checkbox"/> Legibility			
Listening Comprehension:			
<input type="checkbox"/> Auditory attention span	<input type="checkbox"/> Receptive vocabulary	<input type="checkbox"/> Answers questions inappropriately	
<input type="checkbox"/> Auditory discrimination	<input type="checkbox"/> Sequence of events	<input type="checkbox"/> Understanding directions	
<input type="checkbox"/> Auditory memory	<input type="checkbox"/> Needs questions/directions repeated		
Oral Expression:			
<input type="checkbox"/> Voice	<input type="checkbox"/> Syntax (sentence structure)	<input type="checkbox"/> Analogies	
<input type="checkbox"/> Articulation/phonology	<input type="checkbox"/> Grammar	<input type="checkbox"/> Antonyms	
<input type="checkbox"/> Fluency (part or whole word)	<input type="checkbox"/> Pragmatics (functional use)	<input type="checkbox"/> Reasoning/problem solving	
<input type="checkbox"/> Expressive vocabulary	<input type="checkbox"/> Synonyms	<input type="checkbox"/> Word usage (tense/plurals)	
Behavior/Social Emotional:			
<input type="checkbox"/> Teasing	<input type="checkbox"/> Tantrums/Anger	<input type="checkbox"/> Talking in class	<input type="checkbox"/> Unorganized
<input type="checkbox"/> Tattling	<input type="checkbox"/> Refusing to work	<input type="checkbox"/> Interrupting	<input type="checkbox"/> Assignment completion
<input type="checkbox"/> Stealing	<input type="checkbox"/> Shy	<input type="checkbox"/> Fighting	<input type="checkbox"/> Disobeying
<input type="checkbox"/> Lying	<input type="checkbox"/> Destructive	<input type="checkbox"/> Hyperactive	<input type="checkbox"/> Dependent
<input type="checkbox"/> Anxious/Worried	<input type="checkbox"/> Cheating	<input type="checkbox"/> Immature	<input type="checkbox"/> Being careless
<input type="checkbox"/> Depressive	<input type="checkbox"/> Blaming others	<input type="checkbox"/> Being bullied	<input type="checkbox"/> Being forgetful
<input type="checkbox"/> Inattentive	<input type="checkbox"/> Showing off	<input type="checkbox"/> Bullying	<input type="checkbox"/> Being rude
<input type="checkbox"/> Complaining			
Other:			
<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Hearing	<input type="checkbox"/> Medical	
<input type="checkbox"/> Gross Motor	<input type="checkbox"/> Vision	<input type="checkbox"/> 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 Clearinghouse <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/utclra/>

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

- | | |
|--|--|
| <input type="checkbox"/> Multi-sensory presentation of content | <input type="checkbox"/> Strategy learning |
| <input type="checkbox"/> Reinforce instruction with learning center activities | <input type="checkbox"/> Increased wait-time (response time) |
| <input type="checkbox"/> Cooperative learning strategies | <input type="checkbox"/> Have students restate directions |
| <input type="checkbox"/> Technology to reinforce instruction | <input type="checkbox"/> Other |
| <input type="checkbox"/> Clear corrective feedback | <input type="checkbox"/> |

BEHAVIOR MANAGEMENT/ATTENTION

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

WRITTEN WORK

- | | |
|---|---|
| <input type="checkbox"/> Substitute an oral report or alternative assignment for written work | <input type="checkbox"/> Substitute graphic organizers for written work |
| <input type="checkbox"/> Use of a scribe | <input type="checkbox"/> Use framed outlines for note taking |
| <input type="checkbox"/> Shorten assignments | <input type="checkbox"/> Shorten spelling lists |
| <input type="checkbox"/> Allow extra time | <input type="checkbox"/> Other |
| <input type="checkbox"/> Strategy use (TOWER, Herringbone, COPS) | |

READING

- | | |
|---|---|
| <input type="checkbox"/> Use audio books | <input type="checkbox"/> Omit more difficult reading assignments |
| <input type="checkbox"/> Use materials at student's reading level | <input type="checkbox"/> Pre-teach vocabulary |
| <input type="checkbox"/> Highlight text | <input type="checkbox"/> Change arrangement of material on a page |
| <input type="checkbox"/> Substitute study guide or outline for text | <input type="checkbox"/> Don't ask students to read aloud |
| <input type="checkbox"/> Shorten reading assignments | <input type="checkbox"/> Use reading strategies (Mulipass, RAP, 5 W's, Herringbone, Bridging) |
| <input type="checkbox"/> Read text to the student | <input type="checkbox"/> Have student verbally paraphrase what they have read |
| <input type="checkbox"/> Teach content in another medium | <input type="checkbox"/> Use high interest text to practice more difficult reading material |
| <input type="checkbox"/> Allow extra reading time | <input type="checkbox"/> Other |

MATH

- | | |
|--|---|
| <input type="checkbox"/> Use graph paper | <input type="checkbox"/> Shorten assignments |
| <input type="checkbox"/> Use consistent math terms | <input type="checkbox"/> Use of manipulatives |
| <input type="checkbox"/> Box or circle each problem | <input type="checkbox"/> Provide additional practice |
| <input type="checkbox"/> Use consumable editions of hard cover texts | <input type="checkbox"/> Review key concepts frequently |
| <input type="checkbox"/> Read story problems to student | <input type="checkbox"/> Provide students with a list of key words to highlight with a word problem |
| <input type="checkbox"/> Use of calculator | <input type="checkbox"/> Highlight key words in directions |
| <input type="checkbox"/> Use of number line | <input type="checkbox"/> Have student identify the primary question that must be answered in a word problem |
| <input type="checkbox"/> Use of multiplication tables/chart | <input type="checkbox"/> Other |

ORGANIZATION/STUDY SKILLS

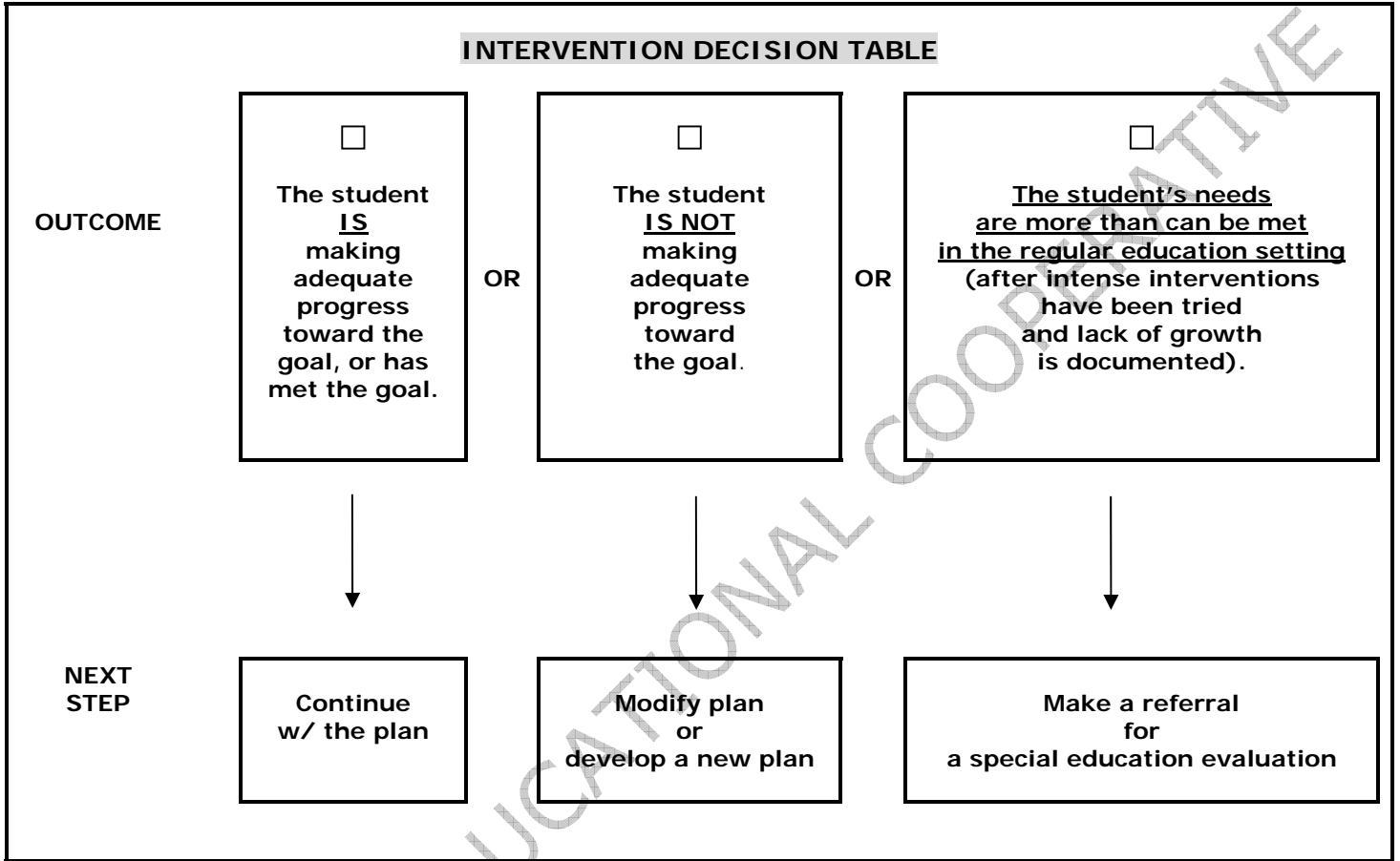
- | | |
|---|--|
| <input type="checkbox"/> Reduce/omit quantity of material to be memorized | <input type="checkbox"/> Provide adequate time |
| <input type="checkbox"/> Use of mnemonic devices | <input type="checkbox"/> Assist the student in beginning each task |
| <input type="checkbox"/> Use of flash cards | <input type="checkbox"/> Teach the student to prioritize assignments |
| <input type="checkbox"/> Use of assignment notebook with checking system | <input type="checkbox"/> Prompt student to use organizational skills |
| <input type="checkbox"/> Develop a system for organizing papers | <input type="checkbox"/> Follow a less desirable task with a more desirable task |
| <input type="checkbox"/> Use peer proofing | <input type="checkbox"/> Provide a timer which student can use to increase attention Span/time on task |
| <input type="checkbox"/> Break long term assignments into steps | <input type="checkbox"/> Set up a predetermined signal to cue students back on task |
| <input type="checkbox"/> Set up study groups | <input type="checkbox"/> Other |
| <input type="checkbox"/> Minimize materials needed | |

TEST-TAKING

- | | |
|---|--|
| <input type="checkbox"/> Provide study guide | <input type="checkbox"/> Test smaller units of study at a time |
| <input type="checkbox"/> Test review with teacher, tutor, other | <input type="checkbox"/> Modify tests (word bank, grouping, matching fewer problems on a page) |
| <input type="checkbox"/> read test to student | <input type="checkbox"/> Add bonus questions to each test |
| <input type="checkbox"/> Permit dictated responses on essay tests | <input type="checkbox"/> Use test-taking strategies |
| <input type="checkbox"/> Flexible time limits for tests | <input type="checkbox"/> Allow open-book/open-note tests |
| <input type="checkbox"/> Use simple wording and format for test questions | <input type="checkbox"/> 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.



*"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>