Individual Student Problem Solving – Follow-up Team Meeting

Student’s Name: ___________________________  Date: ________________
Referring Teacher: __________________________  Grade: ________________

Plan Evaluation

Is the student making progress toward the goal?  Y / N
Is the student decreasing the discrepancy between himself/herself and peers?  Y / N
Is the plan able to be maintained in the general education setting?  Y / N
Is the team in agreement that the intervention plan was implemented with integrity?  Y / N

*** Attach graphs/forms to support your answers to these questions ***

Decision-Making Conclusions:

□ Goal Maintained: Continuous success is established. Problem resolved.
   □ Discontinue plan (If appropriate, select new problem.)

□ Goal Achieved: Success is evident, not yet maintained.
   □ Begin to phase out plan and continue to monitor progress
   □ Maintain current plan

□ Goal Not Achieved, but student is showing some response to intervention plan:
   □ Maintain current plan
   □ Modify some elements of the plan (check one or more of the following)
      □ modify goal
      □ modify data collection plan
      □ modify current intervention (increase intensity)
      □ add second intervention
   □ Discontinue current plan and adopt a new plan

□ Little progress or the problem is getting worse:
   □ Modify some elements of the plan (check one or more of the following)
      □ modify goal
      □ modify data collection plan
      □ modify current intervention (increase intensity)
      □ add second intervention
   □ Discontinue current plan and adopt a new plan
   □ Obtain more information about the problem ________________________________
   □ Select a new hypothesis for the same problem

Does the team perceive the need to consider referral for special education?
   □ Yes, based on the lack of responsiveness
   □ Yes, based on the intensity of services required
   □ No, not at this time  (May reconsider at the next follow-up meeting)
   □ No
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*If changes to intervention plan need to be made, complete the following sections:

1. Problem Identification

   Academic Concern:

   ___________________________’s current level of performance on ____________________________ is ________________, while the expected level of performance is ________________.
   (Student's name) (CBM, e.g. 5th grade M-CBM) (e.g., 36 words read correctly) (e.g., 90 words read correctly)

   Behavior Concern:

   ___________________________’s current __________________________________ occurs at ____________________________, while the expected level of performance is ____________________________.
   (Student's name) (e.g., off-task behavior, talking out, etc.) (circle one) (e.g., two times per day, 30 minutes, etc.) (e.g., one time per week, none, etc.)

2. Problem Analysis (statement of why the problem is occurring):

   Based on data collected, the area of concern is believed to be a:
   □ Skill Deficit (i.e., cannot do it)
   □ Fragile Skill (i.e., can do, but is inconsistent and not fluent)
   □ Performance Deficit (i.e., will not do it) due to:
     □ Seeking teacher attention
     □ Avoiding/escaping attention
     □ Avoiding/escaping undesirable tasks
   □ Seeking peer attention
   □ Desire to obtain tangible item/activity
   □ Sensory (self-stimulation) needs
   □ Not Sure

   Evidence for this hypothesis/conclusion:
   □ Review ____________________________
   □ Interview ____________________________
   □ Observe ____________________________
   □ Test ____________________________
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3. Plan Development (interventions and progress monitoring):

Example Goal Statement:

At the end of _____ days/weeks/months, when given a ___________________________,
(Circle one) (Condition: e.g., 2nd R-CBM)
__________________________ will ____________________________ with an expected
(Student name) (Behavior: e.g. read)

performance level of _____________________________.
(*Target goal: e.g. 110 words read correctly)

*Example Academic Target Goal:

Current CBM Score +
(Grade growth rate x # of weeks)]

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- The Team considers this to be a Tier ____________ intervention.
  (Tier 2 or 3)
# Individual Student Problem Solving – Follow-up Team Meeting

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## Progress Monitoring Data Collection

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<th>Frequency of data collection:</th>
<th>Who will enter/graph data:</th>
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When will the follow-up meeting be? ________________________________

Members in Attendance:

_____________________________  ________________________________
_____________________________  ________________________________
_____________________________  ________________________________
_____________________________  ________________________________
_____________________________  ________________________________

September 2008