

# Individual Student Problem Solving – Initial Team Meeting

Student's Name: _____	Date: _____
Referring Teacher: _____	Grade: _____

## 1. Problem Identification :

State specific area of concern (limit to one area of greatest concern): \_\_\_\_\_

### Evidence of Skill/Performance Deficit:

#### Standard of Comparison:

Curriculum Based Measurements:

- DIBELS Universal Screening
- AIMSweb Universal Screening

Measure of Peer Performance:

- On-task Observation
- Homework Completion Rate (record review)
- Office referrals (based on discipline record review)

Other: \_\_\_\_\_

### Academic Concern:

\_\_\_\_\_ 's current level of performance on \_\_\_\_\_  
 (Student's name) (CBM, e.g. 5<sup>th</sup> grade M-CBM)

is \_\_\_\_\_, while the expected level of performance is \_\_\_\_\_.  
 (e.g., 36 words read correctly) (e.g., 90 words read correctly).

\*Using Survey Level Assessment, \_\_\_\_\_ 's performance is average given a \_\_\_\_\_ probe.\*  
 (Ex. Student name) (Ex. 3<sup>rd</sup> grade M-CBM)

### Behavior Concern:

\_\_\_\_\_ 's current \_\_\_\_\_ occurs at  
 (Student's name) (e.g., off-task behavior, talking out, etc.)

a frequency/duration of \_\_\_\_\_, while the expected  
 (circle one) (e.g., two times per day, 30 minutes, etc.)

level of performance is \_\_\_\_\_.  
 (e.g., one time per week, none, etc.)

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

**Based on data collected, the area of concern 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
  - Seeking peer attention
  - Avoiding/escaping attention
  - Desire to obtain tangible item/activity
  - Avoiding/escaping undesirable tasks
  - Sensory (self-stimulation) needs
- Not Sure

**Evidence for this hypothesis/conclusion:**

- Review \_\_\_\_\_
- Interview \_\_\_\_\_
- Observe \_\_\_\_\_
- Test \_\_\_\_\_

**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., 2<sup>nd</sup> grade 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)]

<b>Intervention 1 Details</b>	
<b>Brief Description:</b>	
<b>Needed Materials:</b>	<b>Intervention Implementer:</b>
<b>Start date:</b>	<b>Where:</b>
<b>Frequency (min. per week):</b>	<b>Method of Integrity Check:</b>

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Progress Monitoring Data Collection	
<b>What will be recorded:</b>	<b>Data collector:</b>
<b>Frequency of data collection:</b>	<b>Who will enter/graph data:</b>

Intervention 2 Details	
<b>Brief Description:</b>	
<b>Needed Materials:</b>	<b>Intervention Implementer:</b>
<b>Start date:</b>	<b>Where:</b>
<b>Frequency (min. per week):</b>	<b>Method of Integrity Check:</b>

Progress Monitoring Data Collection	
<b>What will be recorded:</b>	<b>Data collector:</b>
<b>Frequency of data collection:</b>	<b>Who will enter/graph data:</b>

When will the follow-up meeting be? \_\_\_\_\_

**Members in Attendance:**

_____	_____
_____	_____
_____	_____