REFERRAL TO DISTRICT'S PROBLEM SOLVING TEAM/TEACHER ASSISTANCE 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** _____
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:		
☐Number Names/Count Sequences	☐Subtraction Facts	☐Decimals: add/subtract/multiple/divide
☐Identifying Numbers	☐Division Operations	☐Fractions: add/subtract/multiple/divide
☐Counting Objects	☐Multiplication Operations	
☐Addition Facts		☐Regrouping in Addition/Carrying
		☐Regrouping in Subtraction/Borrowing
		☐Consumer Math Skills

Math Problem Solving:	
☐Measurement/Estimation of time/volume/object	☐Word problems with more than one math function
☐Understanding Fractions	☐Applying appropriate problem solving concepts
	☐Interpreting Data on charts/maps/graphs

Basic Reading Skills:		
☐Reading Readiness	☐Blend Sounds to make Words	☐Consonant Sounds
☐Identify Letters of the Alphabet	☐Identify Sounds of Words	☐Vowel Sounds: long/short
☐Letter Sound Correspondence	☐Omission of Letter Sounds in Words	☐Decoding
☐Syllabication	☐Addition of Letter Sounds in Words	☐Multisyllabic Word Reading

Reading Fluency:
☐Accuracy ☐Voice Inflection ☐Sight Word Identification
☐Words per Minute/Rate

Reading Comprehension:
☐Identify Main Idea and Related Details ☐Cause and Effect ☐Sequence of Events
☐Make Inferences ☐Make Predications ☐Summarize
☐Describe setting, character, plot, and theme ☐Visualizing/Mental Picture
☐Vocabulary/Meaning of Words or Phrases in Selection ☐Construct meaning from text

Written Expression: ☐Letter/Word Reversals ☐Abbreviation
☐Incorrect Pencil Grasp ☐Spelling ☐Punctuation/Capitalization
☐Upper/Lower Case Letters
☐Sentence Structure/Writing Complete Thoughts
☐Legibility ☐Grammar: Subject/Verb Agreement

Listening Comprehension:
☐Auditory attention span ☐Receptive vocabulary ☐Answers questions inappropriately
☐Auditory discrimination ☐Sequence of events ☐Understanding directions
☐Auditory memory ☐Needs questions/directions repeated

Oral Expression:
☐Syntax (sentence structure) ☐Analogies ☐Grammar
☐Antonyms ☐Pragmatics (functional use) ☐Reasoning/problem solving
☐Expressive vocabulary ☐Synonyms

Communication:
☐Articulation: may omit, substitute or distort certain speech sounds ☐Sentence Structure
☐Voice: may be horse, breathy or nasal, may talk to loud or soft ☐Concepts/Vocabulary
☐Fluency: may stutter, repeat words, hesitate or prolong words ☐Conversational Skills
☐Expressive Language ☐Receptive Language ☐Other _____

Behavior/Emotional (Extreme or Excessive):
☐Independent Activity ☐Group Activity ☐Peer relationships
☐Attention Span ☐Overactive ☐Home Relationships
☐Passive/Shy ☐Verbally Aggressive ☐Unresponsive
☐Withdrawn ☐Disruptive ☐Physically Aggressive
☐Mood Swings ☐Motivation ☐Non-compliant
☐Teacher Relationships ☐Other _____

Other:
☐Fine Motor ☐Hearing ☐Medical
☐Gross Motor ☐Vision ☐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/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	☐Clear corrective feedback
☐Other _____	

BEHAVIOR MANAGEMENT/ATTENTION

☐Teach acceptable behaviors

☐Anticipate problems

☐Use verbal/non-verbal cues

☐Use role-play

☐Use rewards/incentives

☐Permit student choices

☐Provide opportunities for physical movement

☐Teach goal-setting

☐Teach problem-solving

☐Seating close to teacher

☐Set time limits for a task (use a timer)

☐Reduce distractions

☐Provide checklists for task completion

☐Change routine

☐Use peer tutor

☐Other _____

WRITTEN WORK

☐Substitute an oral report or alternative assignment for written work

☐Use of a scribe

☐Shorten assignments

☐Allow extra time

☐Strategy use (TOWER, Herringbone, COPS)

☐Substitute graphic organizers for written work

☐Use framed outlines for note taking

☐Shorten spelling lists

☐Other _____

READING

☐Omit more difficult reading assignments

☐Use materials at student's reading level

☐Change arrangement of material on a page

☐Substitute study guide or outline for text

☐Shorten reading assignments

☐Have student verbally paraphrase what they have read

☐Use high interest text to practice more difficult reading material

☐Use audio books

☐Pre-teach vocabulary

☐Highlight text

☐Don't ask students to read aloud

☐Read text to the student

☐Teach content in another medium

☐Allow extra reading time

☐Use reading strategies (Mulipass, RAP, 5 W's, Herringbone, Bridging)

☐Other _____

MATH

☐Use graph paper

☐Use consistent math terms

☐Box or circle each problem

☐Use consumable editions of hard cover texts

☐Use of calculator

☐Highlight key words in directions

☐Use of multiplication tables/chart

☐Shorten assignments

☐Use of manipulatives

☐Provide additional practice

☐Review key concepts frequently

☐Read story problems to student

☐Use of number line

☐Other _____

☐Provide students with a list of key words to highlight with a word problem

☐Have student identify the primary question that must be answered in a word problem

ORGANIZATION/STUDY SKILLS

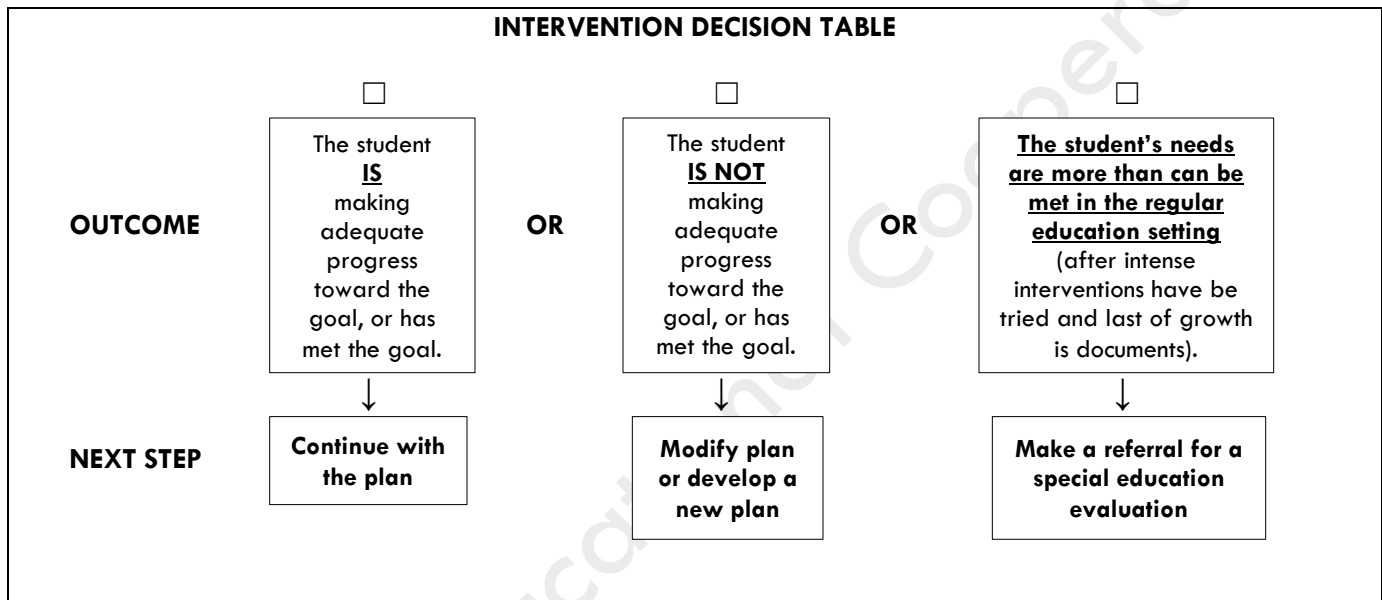☐Reduce/omit quantity of material to be memorized

☐Use of mnemonic devices

☐Use of flash cards

☐Use of assignment notebook with checking system

☐Follow a less desirable task with a more desirable task

☐Use peer proofing

☐Span/time on task

☐Minimize materials needed

☐Provide a timer which student can use to increase attention

☐Set up a predetermined signal to cue students back on task

☐Provide adequate time

☐Assist the student in beginning each task

☐Teach the student to prioritize assignments

☐Prompt student to use organizational skills

☐Develop a system for organizing papers

☐Set up study groups

☐Break long term assignments into steps

☐Other _____

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TEST-TAKING

☐Provide study guide
☐Read test to student
☐Add bonus questions to each test
☐Use test-taking strategies
☐Allow open-book/open-note tests
☐Use simple wording and format for test questions
☐Modify tests (word bank, grouping, matching fewer problems on a page)

☐Test smaller units of study at a time
☐Test review with teacher, tutor, other
☐Permit dictated responses on essay tests
☐Flexible time limits for tests
☐Other (specify) _____

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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 has met the goal.	**OR**	**The student's needs are more than can be met in the regular education setting** (after intense interventions have be tried and last of growth is documents).
NEXT STEP	**Continue with 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