



INDIVIDUAL (TIER 3) PROBLEM SOLVING MEETING NOTES

Student _____ Teacher _____
 School _____ Grade _____
 Date(s) of Meeting: _____

Problem Identification

- What is the problem?
- What is the discrepancy between what is expected and what is occurring?

ACADEMIC CONCERN:

_____’s current level of performance on _____
 (i.e. Student’s name) (e.g. DIBELS, AIMSweb, CBM)
 is _____, while the expected level of performance is _____.

OR

BEHAVIOR CONCERN:

_____’s current _____ behavior occurs at a
 (i.e. Student’s name) (e.g. on-task, talking out, etc)
 frequency/duration of _____, while the expected level of performance
 (circle one)
 is _____.

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

HYPOTHESIS:

Based on record reviews, interviews, observations, and testing, the student’s skill/behavior discrepancy is occurring BECAUSE he/she:

- CANNOT do it
 - Does not have the necessary skills
 - Has not had enough opportunities to practice/learn skills
- CAN do it, but is inconsistent and not fluent with the skill/behavior
- WILL NOT do it due to:
 - Seeking Teacher Attention
 - Seeking Peer Attention

- Desire to Obtain Tangible Item or Activity
- Avoiding/Escaping Undesirable Tasks
- Avoiding/Escaping Attention
- Sensory (Self-Stimulation) Needs
- Not Sure. Treat the problem as if the student is unable to do it rather than won't do it.
- Other _____

Plan Development

Goal Statement:

At the end of _____ days/weeks/months, _____ will demonstrate
 (circle one)
 improved performance on _____ with a
 target of _____.

Intervention #1	Intervention #2
Brief Description of Intervention:	Brief Description of Intervention:
Intervention Implementer:	Intervention Implementer:
Needed Materials:	Needed Materials:
When (How many days/week):	When (How many days/week):
How Often (How many minutes/day):	How Often (How many minutes/day):
When will it begin:	When will it begin:

How will progress be monitored for Intervention #1	How will progress be monitored for Intervention #2 (indicate "same" if same data collection method is being used for both interventions)
What data will be collected:	What data will be collected:
Who will gather the data:	Who will gather the data:
Materials Needed:	Materials Needed:
When and Where will the data be gathered:	When and Where will the data be gathered:

Plan Implementation

- How will integrity of the intervention plan be monitored?
 - Buddy System Integrity Documentation Worksheet Observation
 - Other _____
- Who will graph the data?
- How will that person get the data?
- When will the next meeting be? _____

Plan Evaluation

Follow-Up #1:

Summary of Results and Data: <i>(Attach any available data, graphs, charts, etc.)</i>	Adjustments to Plan:

Decision-Making Conclusions (attach data/graph):

- Goal Maintained:** Continuous success is established. Problem resolved.
 - Discontinue intervention. (If appropriate, select new problem.)
- Goal Achieved:** Success is evident, not yet maintained.
 - Begin to phase out intervention but continue to monitor.
 - Maintain or generalize current plan.
- Goal Not Achieved, but student is showing some response to intervention:**
 - Continue with present plan.
 - Modify some elements of the plan. (Check one or more of the following.)
 - modify goal statement
 - modify data collection plan
 - modify intervention
 - Add another intervention.
- Little progress or the problem is getting worse:**
 - Retain current hypothesis, but modify the intervention plan. (Check one or more of the following.)
 - modify goal statement
 - modify data collection plan
 - modify intervention
 - Obtain more information about the problem.
 - conduct functional behavioral assessment
 - conduct functional behavioral analysis**
 - Select a new hypothesis for the same problem.

- Can the plan be maintained in the general education setting? Y/N
- When will the next meeting be? _____

Follow-Up #2:

Summary of Results and Data: <i>(Attach any available data, graphs, charts, etc.)</i>	Adjustments to Plan:

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Decision-Making Conclusions (attach data/graph):

- Goal Maintained:** Continuous success is established. Problem resolved.
 - Discontinue intervention. (If appropriate, select new problem.)
 - Goal Achieved:** Success is evident, not yet maintained.
 - Begin to phase out intervention but continue to monitor.
 - Maintain or generalize current plan.
 - Goal Not Achieved, but student is showing some response to intervention:**
 - Continue with present plan.
 - Modify some elements of the plan. (Check one or more of the following.)
 - modify goal statement
 - modify data collection plan
 - modify intervention
 - Add another intervention.
 - Little progress or the problem is getting worse:**
 - Retain current hypothesis, but modify the intervention plan. (Check one or more of the following.)
 - modify goal statement
 - modify data collection plan
 - modify intervention
 - Obtain more information about the problem.
 - conduct functional behavioral assessment**
 - conduct functional behavioral analysis**
 - Select a new hypothesis for the same problem.
-
- Can the plan be maintained in the general education setting? Y/N

 - When will the next meeting be? _____

 - When will the next meeting be? _____

Participants:

_____ Parent/Guardian's Signature	_____ Date	_____ Date	_____ Date
_____ Parent/Guardian's Signature	_____ Date	_____ Date	_____ Date
_____ Principal's Signature	_____ Date	_____ Date	_____ Date
_____ Teacher's Signature	_____ Date	_____ Date	_____ Date
_____ School Psychologist (Signature/Title)	_____ Date	_____ Date	_____ Date
_____ School Social Worker (Signature/Title)	_____ Date	_____ Date	_____ Date
_____ Problem-Solving Team Member (Signature/Title)	_____ Date	_____ Date	_____ Date
_____ Problem-Solving Team Member (Signature/Title)	_____ Date	_____ Date	_____ Date
_____ Other (Signature/Title)	_____ Date	_____ Date	_____ Date
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_____ Other (Signature/Title)	_____ Date	_____ Date	_____ Date
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