

Indian Prairie Community Unit School District #204
Individual Problem Solving : Teacher Report Form *9/06 Draft*

Student:	Teacher/Grade:	Date:
Parents:	Sex: M / F	BirthDate:
Address:	Hm Phone:	Wk Phone:



Student Strengths & Interests:

Area(s) of Concern:

- 1.
- 2.

Strategies:	Effective?	Data/Results

Summary of Parent Contact(s) First contact: / / Most recent: / /
 Parent Input:

Indian Prairie Community Unit School District #204
IPS Problem Identification & Problem Analysis Worksheet

Student: _____ **Teacher/Grade:** _____ **Date:** _____

Target Behavior: (1 min)

Examples and Nonexamples: (what does the replacement behavior look like; what doesn't it look like)

What about the behavior is problematic? (accuracy, fluency, duration/latency, etc.) _____

What we know: (focus only on those aspects of the problem that are alterable and important) **(3 min)**

Instruction
Curriculum
Environment
Learner

Hypotheses/Based on what you know, why do you think the behavior is occurring? (2 min)

Predicted Hypothesis	Supported
	Y N
	Y N

What we need to know: (3 min)

What questions need to be answered to test the hypotheses?

1.

2.

3.

What data do you need to collect to answer the questions? (2 min)

	What	Who	When/How often
R (review)			
I (interview)			
O (observe)			
T (test)			

Indian Prairie Community Unit School District #204
IPS Intervention Plan

Student: _____ Teacher/Grade: _____ Mtg #: _____ Date: _____

Summary of Concern:

Review of RIOT Data :

Results	Supports Hypothesis

6 Min

Discrepancy statement:

What level of performance is expected/acceptable?

What standard was utilized?

Level of performance before intervention: (baseline)

Discrepancy: (expected - baseline)

Hypothesis statement:

Goal: (timeframe, conditions, behavior, criteria) **(4 min)**

Current level: (same measure as goal) _____

12 Min

Summary of Parental Participation: _____

What: Procedures for Instructional Intervention & Antecedent Conditions	Who	When time/length	Where	How Often & Start Date
Components of Instructional Intervention:				
Supporting Antecedents: (setting the stage - accommodations needed in gen. ed. during non-intervention activities)				

To Do: (e.g., materials, modeling/training, contacting parents, etc.)

What	Who	When	How Often
Follow up for implementors:			
Method for monitoring treatment integrity:			
Other:			

Progress Monitoring (how will you know if it's working? - attach graph) **(3 min)**

What	Who	When	How Often	Decision criteria
				length of time/# of data points needed = decision rule =

Follow-up Date(s): _____ **(1 min)**

Data Review Meeting

Treatment Integrity

Review Graph(s) (4 min)

Discrepancy: Less discrepancy from peers/standard Same discrepancy
 More discrepancy Insufficient data

Decision (4 min): Problem resolved Continue intervention Modify/change intervention
 Continue or change intervention & determine entitlement
 Intervention success but resources needed beyond what is reasonable in gen. ed.

Problem Identification / Problem Analysis: What's the Problem & Why's it happening? Meeting Agenda

1. Introductions 1 minute
2. Target Behavior - State concern in observable, measurable terms 1 min
3. Determine what data already exist related to the target behavior 3 min
4. Estimate why the problem is occurring, what we need to find out, and what, if any, data are needed (RIOT) to validate that hypothesis 7 min
include consideration of Can't Do vs Won't Do, more help, more practice, more time

Plan Development: What are we going to do about it?

Meeting Agenda

(adapted from Lee Zimmerman's 30 Minute Meeting Format)

1. Introductions 1 minute
2. Begin meeting 1 minute
 - overview of agenda/format
3. Review of concern & RIOT results 6 min.
 - What's the problem?
 - Why's it happening? – How do we know?
 - Discrepancy (2X discrepant/below 10th %-ile) & hypothesis statements

Description	Minimum Expected Level of Performance
Homework Completion	
Attendance	Present 90% of the time
GPA	
Behavioral Referrals	2 or fewer per year
CBM	

4. Create goal 4 min.
 - Replacement behavior for identified discrepancy
 - Stated in observable, measurable terms
5. Develop intervention 12 min.
 - Best to use IPF or BPF for this step
 - What skill(s) will be taught based on hypothesis (the why)?
 - How will skill be taught and strategies be implemented?
 - Who will teach skill and implement strategies?
 - When will skill be taught and strategies be implemented? And, how long will instruction occur (10 minutes per day; 20 minutes Mon, Wed, Fri)?
 - Where will instruction occur? (whole group, small group, 1:1, supplemental or supplanted, etc.)
 - What supporting and/or consequence strategies will be needed to support?
6. Assign responsibilities 2 min.
 - Who will support intervention? How? (include who will contact/support those implementing the intervention at least once a week for first 3 weeks)
 - Treatment integrity – who will observe intervention in action?
7. Set progress monitoring system 3 min.
 - Must match goal measure & current level of performance measure
 - Can it be graphed? If not, try something that can be.
 - What is progress monitoring tool?
 - Who will monitor?
 - How often?
8. Decide on follow-up date 1 min.
 - Schedule data review (generally in 4-8 weeks)

Data Review: Did it work?

Meeting Agenda

- | | |
|--|-----------------|
| 1. Introductions | 1 minute |
| 2. Begin meeting | 1 minute |
| <ul style="list-style-type: none">• Overview of agenda/format• State student goal | |
| 3. Data analysis/evaluation | 4 min. |
| <ul style="list-style-type: none">• Was intervention implemented with integrity? (see attached documentation)• If not, discuss barriers• Was progress made?• Was discrepancy reduced? | |
| 4. Decision-making | 4 min. |
| <ul style="list-style-type: none">• If progress made and discrepancy eliminated, consider plan for fading intervention• If progress made and discrepancy reduced, continue intervention• If progress not made, but intervention not implemented as intended, create environment where intervention can occur• If progress not made and intervention implemented as intended, change/modify intervention | |

Indian Prairie Community Unit School District #204
Instructional Planning Form
 (adapted from U of Oregon)

Student Name: _____ Teacher/Grade: _____ School Year: _____

Goal: _____

Instructional Strategies Skills	How taught	Materials	Arrangements	Time	Assessment Procedures	Motivational Strategies