

PAYETTE LAKES MIDDLE SCHOOL
REQUEST FOR PROBLEM SOLVING – RESPONSE TO INTERVENTION PLAN

Step One: If you want to know if a student has been in special education before, exited from special education, tested, been placed on a 504, etc., please ask the counselor for this.

Step Two: This form is to be completed by the referring teacher or grade level team of teachers prior to the Problem-Solving Team meeting. This form is to be used for academic, behavior, and/or attendance problems. This form can be completed for students who have been exited from special education and/or students who have been tested and not qualified.

Date of Referral: _____

Student' Name: _____ Date of Birth: _____ Grade: _____

Parent/Guardian: _____ Phone Numbers: _____

Name of Referring Teacher(s): _____

ATTENDANCE HISTORY: _____

ACADEMIC ASSESSMENTS:

Test Scores:	Fall	Winter	Spring
ELA MAP/ISATs			
Math MAP/ISATs			
DWA			
Other (AIMS Web)			

DISCIPLINE HISTORY:

	Date	Incident	Outcome
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

STUDENT INPUT

What I do best in school:

How I get along with my classmates/peers:

How I get along with teachers:

Areas I could use the most improvement:

Things that are most difficult for me at school:

The one thing I'd like to focus on to make me more successful:

What helps me learn best?

TEACHER INPUT

1. What is the problem? (Be specific)

2. Describe what you would like the student to be able to do in class/school.

3. Describe what the students is currently doing. (Be specific)

4. Describe what has been done to address the problem such as modification, accommodations, and strategies in the areas of instruction, curriculum, environment, and learner.

- Require student to repeat directions, share with a partner or other technique before beginning tasks
- Use a timer and rewards, such as points or tokens, to motivate and reinforce working productively for short time intervals.
- Provide differentiated instruction to boost interest and motivation: varied formats, groupings, choices of activities, or questioning strategies
- Give multisensory instructions, lesson presentation, utilizing auditory, visual, and tactile-kinesthetic techniques
- Use active learning and high response strategies and opportunities: think-pair-share, total physical response, unison response to signals, or recording answers on dry erase boards
- Give environment and learning style accommodations or adaptations: seating to avoid distractions, and materials and work areas to optimize attention to task and work production
- Use visual prompts, cues, and redirection to task frequently
- Teach mnemonic devices, association strategies, melody rhythm, or other oral directions
- Use tools or aids to compensate for memory difficulties: multiplication charts, vocabulary or word walls, or sticky notepad to jot down ideas before forgetting
- Label, highlight, underline, and add color to important parts of a task
- Increase use of partners or buddies to help focus attention to task, clarify directions, assist with recoding of assignments in planner, and practice or review material
- Provide graphic organizers to plan and structure written work
- Allow other output modes to demonstrate learning: oral reports and hands-on projects
- Reduce requirements to copy and recopy. Allow print rather than cursive if easier
- Allow student to dictate or tape record responses if writing is a struggle
- Modify assignments to compensate for length of time it takes to complete
- Give extended time on tests
- Explicitly teach and provide tools for organization and effective study habits. Require the use of binders, backpack, planner or assignment calendar, and color-coding strategies
- Organize the classroom environment. Designate areas for storing materials and trays or files for turning in work
- Provide assistance with organizing the student's notebook, desk, or locker or filing important papers.

- Provide structure and support with time management on assignments, particularly long-term projects
- Teach, model, and consistently use daily assignment sheets or planners
- Allow alternate to sitting in a chair or desk
- Provide music, relaxation strategies, and access to a designated location to calm and prevent escalation of behavior
- Individualized behavioral supports and interventions and provide careful structure for cooperative group activities
- Other:
- _____
- _____
- _____
- _____
- _____
- _____

5. What intervention material have you used? (Plato, Rewards, IXL, etc)

6. Identify specific (data based) results for the interventions:

7. Would you like an observation done before the Problem-Solving Team meeting? _____

8. If yes, what is the best time/class period? _____

9. What do you believe are this student's strengths, interests, talents, and/or positive attributes?

10. When you contacted the student's parents, were they aware of the concerns? _____

Date of Contact: _____

What was their reply or response to concerns?

11. Is their additional information the Problem-Solving Team should be aware of relevant to this student's concerns?

Referring Teacher's (s) Signatures: _____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

Principal's Signature: _____ Date: _____

***Form is to be turned in to the principal who will route it to the Problem-Solving Team. Problem Solving Team membership consists of the principal, minimum of two teachers from each grade level, special education teacher, counselor and/or school psychologist, and parents.