

Individual Problem-Solving Meeting

Purpose:	Plan for students whose needs (academic/social-emotional/behavioral) are intensive or not making progress given supplemental support		
Frequency/Time	As needed: <ul style="list-style-type: none"> when benchmark data suggest a significant student performance significantly below grade level when progress monitoring data suggest a significant dual discrepancy (level of performance and rate of growth) despite support presents significant behavioral/ social-emotional concerns 		
Referral Form:	Completed by appropriate school personnel: Tier 1, 2, or 3 interventionist, guidance counselor, building administrator, special education teacher Completed form sent to RtI Coordinator who will distribute completed referral form to all meeting attendees		
Who's Involved:	REQUIRED		AS DEEMED NECESSARY
	<ul style="list-style-type: none"> RtI coordinator Interventionist guidance counselor 	<ul style="list-style-type: none"> Building level administrator Content area teacher Special education teacher 	<ul style="list-style-type: none"> Social worker Nurse OT School psychologist ENL teacher SLP
Data Needed (Gathered before the meeting)	Interventionist	Guidance Counselor	Content Area Teacher Representative
	<ul style="list-style-type: none"> Progress monitoring graphs and benchmark data intervention information: nature of intervention attendance data size of group # of minutes per week ICEL/RIOT matrix 	<ul style="list-style-type: none"> classroom data (progress reports from classroom teachers and staff, report card grades) school history (medical, retention, school attendance, behavioral information) Parent contact information 	<ul style="list-style-type: none"> student work samples classroom performance data from Tier 1 instruction parent contact information
Roles	<ul style="list-style-type: none"> The facilitator facilitates the flow of the meeting/protocol and keeps the participants on task. The record keeper takes formal notes for documentation on official forms or templates as needed. The timekeeper monitors the time to assist the team in adhering to the allotted time. Other roles developed as necessary 		

BEFORE the meeting	
Procedure	Key Questions
Referral Form Completed	
<ul style="list-style-type: none"> • Referral form for individual problem solving meeting completed by concerned staff member • Referral form sent to RtI Coordinator 	
Create Agenda	
<ul style="list-style-type: none"> • RTI Coordinator sets the meeting date and agenda. 	
<ul style="list-style-type: none"> • RTI Coordinator distributes agenda along with completed referral form to necessary faculty/staff (suggested timeline at least one week in advance) 	<p>“How far in advance do I need to distribute the meeting agenda, so all necessary parties have enough time to review agenda and upload the requisite data/materials to a shared space?”</p>
Data Review	
<ul style="list-style-type: none"> • Faculty/staff review referral form and related student data prior to the problem solving meeting 	<p>“Have interventions been delivered with fidelity? sufficiency?”</p> <p>“Is there enough accurate data for analysis and planning?”</p> <p>“Have I uploaded the data into a shared data space?”</p> <p>“Will it be easy to view and analyze the data during the meeting?”</p>

DURING the meeting	
Procedure	Key Questions
Introduction to the Meeting	
<ul style="list-style-type: none"> • RTI Coordinator welcomes the team. Reminds them of essential agreements, norms, and the purpose of the meeting. 	<p>“Who is the focus of this meeting?”</p> <p>“What is the purpose of the meeting?”</p>
<ul style="list-style-type: none"> • Assign meeting roles (i.e., facilitator, record keeper, timekeeper). 	<p>“Who will facilitate the meeting?”</p> <p>“Who will serve as the record keeper (use Individual Problem Solving Meeting Recording Form to record meeting notes ?</p> <p>Who will serve as timekeeper?</p>

Step 1: Goal/Problem Identification (What is the Problem? What is the Goal?)	
<ul style="list-style-type: none"> Examine student's data in terms of: <ul style="list-style-type: none"> Current goal present level of performance expected or peer level of performance magnitude of discrepancy rate of growth expected rate of growth 	<p>"What's the student's current goal?"</p> <p>"What's the student's present level of performance?"</p> <p>"What's the student's expected level of performance?"</p> <p>"What the peer's present level of performance?"</p> <p>"What's the magnitude of difference between the expected and current level of performance?"</p> <p>"What's the student's rate of growth?"</p> <p>"What is the expected rate of growth?"</p> <p>"What do we want this student to be able to do?"</p>
<ul style="list-style-type: none"> Define Problem 	<p>"What is the specific problem the student is demonstrating?"</p>
<ul style="list-style-type: none"> Identify the goal or desired level of performance 	<p>"What do we want this student to be able to know, understand, and do?"</p>

Step 2: Problem Analysis – Why Is the problem occurring?		
<ul style="list-style-type: none"> Use ICEL Chart to identify reasons why the student is not attaining the goal <ul style="list-style-type: none"> Instruction? Environment? Curriculum? Learner? 	<p>"The problem is occurring because?"</p>	
<ul style="list-style-type: none"> Generate hypotheses 	<p>"If _____, then _____."</p>	
<ul style="list-style-type: none"> Validate/refute each hypothesis using RIOT <ul style="list-style-type: none"> Review Interview Observe Test 	<p>"What data can we use or do we have to evaluate each hypothesis?"</p>	
	<p>"Do we have enough data to evaluate each hypothesis?"</p>	
	<p>If yes –</p> <ul style="list-style-type: none"> Which hypothesis(es) can be validated? Which hypothesis(es) can be refuted? 	<p>If no –</p> <ul style="list-style-type: none"> identify data that is needed identify who will collect needed data and by when schedule another meeting to continue problem solving process



Step 3: Development of Plan What are we going to do about it?	
Develop Intervention Plan consistent with hypothesis/skill deficit	<p>“What’s the:</p> <ul style="list-style-type: none"> • target skill? • goal?” • intervention? Frequency? Duration? Who? When? Where? <p>“Who:</p> <ul style="list-style-type: none"> • is responsible for delivering the intervention? • is responsible for progress monitoring? How often? • is responsible for checking on fidelity to the plan? <p>“What materials will be needed?”</p>
Assign tasks to school personnel.	<p>“Who will:</p> <ul style="list-style-type: none"> • Make student scheduling changes as necessary? • Send written notification to parents of subsequent change in schedule if necessary? • Ensure intervention materials are available? • Inform the student’s teacher and other school personnel as needed?
Schedule follow-up meeting to evaluate plan	<p>“When we will meet to determine if the plan worked?”</p> <ul style="list-style-type: none"> • Date/Time? • Who’s Invited? • Where?

Step 4: Evaluation of Plan – Did the plan work?	
Determine intervention fidelity & sufficiency	<p>“What percent of intervention sessions were attended by the student?”</p> <p>“Was the plan implemented with fidelity? If not, why?”</p>
Determine student response to the intervention	<p>“What’s the student rate of growth?”</p> <p>“What’s the peer/expected rate of progress?”</p> <p>“What’s the student’s level of performance?”</p> <p>“What’s the student’s response to the intervention?”</p> <ul style="list-style-type: none"> • If positive, do we continue the intervention? fade intervention support? • If questionable, do we continue the intervention? intensify support? • If poor, do we intensify support? Refer for special education evaluation?
Determine next steps	