School District of Elmbrook Problem Solving Team (PST) Process:

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        5. Plan                              1. Problem
       Evaluation                           Identification



   4. Plan                                        2. Problem
Implementation                                 Analysis - Define
                                                  the Problem


                          3. Plan
                        Development
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1. **Problem Identification:** To identify and clearly articulate the difficulty a student is experiencing, it is important to review all available and pertinent data about that student. This data typically includes:
- Universal Screening Measures
- Grade level expectation and student's level of performance (gap)
- Past performance and educational history
- Classroom performance and available classroom data

Once the data has been reviewed, the Problem-Solving Team should identify the specific Problem Area(s) in Terms of Expected Performance and Current Performance. The problem should be defined in **observable and measurable** terms. Examples are below.

- Billy's performance on standardized reading assessments (MAP and WKCE) are below the Tier 1 Target (consistently in the 20th to 30th percentile). Teachers' College Assessments and Reading Fluency assessments also typically fall below the expected level for his grade.
- Susie is receiving poor grades in Social Studies, Science, and Math (D, F, F). Previous assessments indicate that her reading skills have typically been in the low average range (20th percentile).
- In math, Damien's MAP scores typically fall in the 20th percentile. In particular, he struggles to complete 20 addition facts per minute with accuracy.

2. **Problem Analysis**: Once a problem statement has been identified, the team should use available data and additional assessments to narrow in on a Root Cause or specific area of concern. At least two assessments should be used to confirm or triangulate the suspected root cause or

specific area of weakness. Teams should also collect data to confirm whether difficulties are skill or performance based.

- Additional assessment reveals that Billy struggles to decode words with R-controlled vowels (i.e. target, harm, nerm) and words with variant vowels (i.e. few, hawk, new)
- On a reading fluency CBM, Susie is able to read 125 words per minute with only one error. In class, her level of engagement on a direct behavior rating averaged 60 percent for two weeks.
- Damien is administered more math fact probes and it is revealed that double digit addition is a significant weakness. On facts from 1-9, he demonstrates proficiency.

3. **Plan Development**: Following the problem analysis, the Problem-Solving Team will create a plan of action to support the student in improving their performance by addressing the root cause hypothesis. The format for documenting the plan can be found on PST Plan Form and will eventually be documented using the RtI Tab in Infinite Campus.
- Baseline for academic concerns will be developed through the use of screening data and Curriculum Based Measurement (CBM). The gap between current performance and expected performance will be calculated. Baseline data is collected in the area of suspected deficit.
- A GOAL will be developed based on current performance and expected rate of performance.
- The goal relates to the data collected in the Problem Analysis stage.
- Interventions are selected that match the suspected area of weakness

4. **Plan Implementation**: The PST plan will be implemented over a pre-determined timeline. The plan will include:
- Specific skill area addressed
- Number of days/week
- Number of minutes/session
- Goal and expected rate of improvement

5. **Plan Evaluation**: The PST team will review and decide whether the plan is effective for the student. CBM data and rate of improvement will be used to determine if the student is anticipated to reach his/her goal.

References:
Burns, Matthew K., and Kimberly Gibbons. Implementing Response-to-intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-based Practices. New York: Routledge, 2012.

Oregon Response to Intervention: available at http://www.oregonrti.org/?page_id=573

Thomas, Alex, and Jeff Grimes. Best Practice in Instructional Consultation and Instructional Consultation Teams. Best Practices in School Psychology. Bethesda, MD: National Association of School Psychologists, 2008.

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