TEAM CONSIDERATIONS

• Your colleagues need to come to the table prepared to help the team enter the problem-solving process (Problem Identification). In order to do this, we ask that they summarize critical information that puts the team in a good position to problem-solve. This would involve summarizing:

  - Student’s current performance and peer comparison
  - Lessons learned related to instruction
  - Lessons learned related to curriculum
  - Lessons learned related to environment
  - Lessons learned related to learner

• Consider data that are already collected as part of the school or classroom routine.

• Once the referring person summarizes the problem, allow time for a few more questions that need to be asked prior to problem analysis.

• Before proceeding to problem analysis, the facilitator should do a quick team check to insure everyone has a good picture of the problem to be addressed.
Information to Facilitate Problem Identification

The following questions are designed to facilitate a team understanding of the concern selected for the intervention plan. Answers to these questions serve as a way to communicate lessons learned from previous intervention efforts. The information summarized should not only paint a clear picture of the concern, but should offer clues about what may be contributing to the concern. Please reflect on your experiences with the child. You may write your responses, or come to the meeting prepared to summarize. Remember, we have a limited time at the meeting, so the summary should be succinct. If you have any questions, contact your SIT Coordinator or administrator.

1. What is the student’s current performance?

2. How does the student’s performance compare to that of peers?

3. How might instructional approaches used be contributing to the concern?
   - What Works?
   - What Doesn’t Work?

4. How might curriculum factors be contributing to the concern?
   - What Works?
   - What Doesn’t Work?

5. How might the environment be contributing to the concern?
   - What Works?
   - What Doesn’t Work?

6. How might the learner’s traits/skills be contributing to the concern?
   - What Works?
   - What Doesn’t Work?
Things to Think About When Reflecting on The Problem Identification Questions

The following was put together as a way to help think about data you might bring to the table. Remember to first work from data sources you already have.... This is not meant to be used as a "must bring" list.... just things that might help jump start your preparation.

1. **What is the student's current performance?**
   This information provides the team with an idea of where the student is currently performing in the area of concern. You need to use, or collect, data that help draw the picture of problem. Sources here will likely be a combination of quantitative and qualitative. At the very least, you must have quantitative. Consider data your district collects, your school collects, and/or data you collect in the classroom. It could be information learned from the student's cumulative record, your observations, information from interviewing the student, or test information.

   **Reading**
   What data do you have regarding: (where appropriate)
   - Instructional level
   - Phonological awareness
   - Phonics
   - Fluency
   - Vocabulary
   - Text comprehension

   **Math**
   What data do you have regarding: (where appropriate)
   - Computation
   - Application
   - Problem solving

   **Writing**
   What data do you have regarding: (where appropriate)
   - Voice
   - Organization
   - Ideas
   - Word choice
   - Sentence fluency
   - Conventions
   - Presentation

   **Not Following Directions (Off-task)**
   During an instructional period, what percentage of time does the student follow teacher directions?
   (*For this concern, ask for someone to do an observation in your class so you can summarize an overall percentage of time and have peer comparison data)

   **Physical Aggression**
   How many times has the student hit or pushed a peer or teacher, as indicated by office referrals?

   **Absenteeism**
   How many unexcused absences does the student have? How many excused absences does the student have?
2. How does the student’s performance compare to that of peers?

The importance of providing a peer comparison is for the team to understand the severity of the concern, whether an individual or group plan should be written, and the peer comparison data will be considered when writing the goal to be monitored. The peer comparison should include at least one data source presented in #1 above. It is not necessary to provide peer comparison for every source of data, just at least one. (For example, the teacher might provide several sources of data to describe the student’s reading performance, but only provide a peer comparison for weekly curriculum checks and Curriculum-Based Measurement.

3. How might instructional approaches used be contributing to the concern?

Here, be thinking about how the student responds to different instructional approaches. These may be reflections on things that are done routinely, or specific interventions that you have tried with this student. Think about some of the things we’ve learned from research as a place to start:

- Pace of instruction
- Arrangements (whole or small group, 1:1)
- Instructional priming (lesson preparation)
- Questioning for understanding

- Explicitness of instruction

4. How might curriculum factors be contributing to the concern?

Here, be thinking about how the student responds to the curriculum (materials and content). These may be reflections on things that are done routinely, or specific interventions that you have tried with this student. Think about some of the things we’ve learned from research as a place to start:

- Difficulty of materials
- Amount and quality of practice and review
- Prerequisite skills mastered by student

- Relation to post school outcomes or interests

5. How might the environment be contributing to the concern?

For environment, be thinking about how the student responds under different environmental conditions. This area is broad, where environment could encompass the classroom, school, home or community. It depends on the student and the concern. Think about some of the things we’ve learned from research as a place to start:

- Seating arrangement
- Hallway monitoring
- Location for, and routine to, study at home
- Extracurricular activities or work
- Community safety and monitoring

- Access to support for homework

6. How might the learner’s traits/skills be contributing to the concern?

This domain asks you to think about what seems to work and not work related to the student’s traits or skills. Some of the things we’ve learned from research that give rise to thought include:

- Preferred learning strengths
- Time needed to learn/respond
- Motivation
- Learning aids
- Interactions with peers

- Task persistence