

Problem-Solving Team Checklist – Initial Version

School Name: _____ Florida or District Student ID: _____

Date: _____ Concerns : Reading Math Behavior

Grade Level: _____

Directions: Prior to the Problem-Solving Team meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-26, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team meeting. This form should only be used for initial individual student focused problem-solving sessions.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder (i.e., Notetaker)			
9. Timekeeper			
Problem Identification			
10. Replacement behavior(s) was identified			
11. Data were collected to determine the current level of performance for the replacement behavior			
12. Data were obtained for benchmark (i.e., expected) level(s) of performance			
13. Data were collected on the current level of peer performance or the data collected adequately represents average peer performance			
14. A gap analysis between the student's current level of performance and the benchmark, and the peers' current level of performance (or adequate representation of peer performance) and the benchmark was conducted			
Problem Analysis			
15. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed			

Critical Component	Present	Absent	Evidence/Notes
16. Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit			
17. Data were available or identified for collection to verify/nullify hypotheses			
18. At least one hypothesis was verified with data available at the meeting			
Intervention Development/Support			
19. Goals were clearly selected and related directly to benchmarks			
20. Interventions were developed in areas for which data were available and hypotheses were verified			
21. At least some discussion occurred about the use of evidence-based interventions			
22. A plan for assessing intervention integrity was agreed upon			
23. Frequency, focus and dates of progress monitoring were agreed upon			
24. Criteria for positive response to intervention were agreed upon			
25. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)			
26. A follow-up meeting was scheduled			

Additional Comments:
