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## Problem Solving Process Template

Excellent Evidence-Based Behavior & Academic Interventions can be found at:

<http://www.interventioncentral.org/>

### 1) Problem Identification

- What is the problem?
- What is the discrepancy between what is expected and what is occurring?  
(Use observable measurable terms - list all concerns, prioritize one, collect data to determine a discrepancy)

### 2) Problem Analysis

- Why is the problem occurring?
- Examine the data collected and look for converging (ie: like) data.

### 3) Plan Development

- What is the goal?
- What is the intervention plan to address the goal?
- How will the process be determined?

### 4) Plan Implementation

- How will implementation integrity be ensured?

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5) Plan Evaluation

- Is the intervention plan effective?
- Should the plan stay the same? Be modified? Fade?

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## Problem Solving Process Academic Example

1) Problem Identification

- What is the problem?
- What is the discrepancy between what is expected and what is occurring?

**Problem:** A first grade student is lacking knowledge of sight words

**Discrepancy:** Student knew only 5 sight words on the FAST fall screener. The FAST fall benchmark is 20 or more sight words.

2) Problem Analysis

- Why is the problem occurring?
- Examine the data collected and look for converging (ie: like) data.

**Problem occurring:** The student lacks the ability to fluently read sight words which is inhibiting their reading fluency.

**Like data:** The student tested at a level B at the beginning of the year using the Fountas and Pinnell Benchmark Assessment system. An average 1st grader should be at a level D/E.

3) Plan Development

- What is the goal?
- What is the intervention plan to address the goal?
- How will the process be determined?

**Goal:** Student will reach the benchmark of 20 or more words

**Intervention plan:** daily use of high frequency/sight word flashcards, iPad apps

**Process:** FAST progress monitoring

4) Plan Implementation

- How will implementation integrity be ensured?

**Integrity:** FAST progress monitoring

5) Plan Evaluation

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- Is the intervention plan effective?
- Should the plan stay the same? Be modified? Fade?

**TBD**

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## Problem Solving Process Behavior Example

### 1) Problem Identification

- What is the problem?
- What is the discrepancy between what is expected and what is occurring?

(Use observable measurable terms - list all concerns, prioritize one, collect data to determine a discrepancy)

**Problem:** *(Student) refuses to start his work, attempts to bargain “I’ll do it at home”, talks out during class, plays with items in his desk, and moves around the room. These behaviors occur every day and happen several times within an hour, and happen most often when given work to do. (More examples of problem behaviors at the end of this example)*

*Of the problem behaviors listed, refusing to start his work is the top priority, since when he does engage in his work, the other behaviors are less likely to occur.*

**Discrepancy:** *Students are expected to begin work within a minute with no additional prompts.*

### 2) Problem Analysis

- Why is the problem occurring?
- Examine the data collected and look for converging (ie: like) data.

**Problem Occuring:** *Student seems to be avoiding work that he perceives as too hard or is a less preferred activity. (More examples on next page).*

**Data:** *Data shows that independent work in math took the longest for the student to begin (average of 12 minutes), but he was able to start spelling and reading assignments in an average of 7 minutes. Other classes were mixed—it seemed to depend on the amount of writing that was required and the level of difficulty and student interest.*

### 3) Plan Development

- What is the goal?
- What is the intervention plan to address the goal?
- How will the process be determined?

**Goal:** *Student will be able to start a task within 2 minutes with one prompt or fewer.*

**Intervention Plan & Process:**

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1. *Plan with student ahead of time (when he is calm) where he could do his best work—quiet spot within the room, at the back table, etc. Make sure there is “buy-in” from the student.*
2. *Have student repeat the directions to the whole class or individually before he starts to work.*
3. *Ask student to complete the first few questions, then bring his work to teacher/adult in classroom (or a peer who is a good role model) to check.*
4. *Student may be given only a portion of the work at a time to complete, depending on the length and type of task.*
5. *Student will be given a chart with 20 spaces. Each time student meets his goal after a direction is given, he will get a sticker/ check mark/smiley face on his chart. After he gets 10 spaces filled in, he will get a predetermined reward...his choice of reading space, lead the class in an activity, run an errand, or a tangible reward.*

#### 4) Plan Implementation

- How will implementation integrity be ensured?

**Implementation & Integrity:** *The student’s response to a direction will be recorded daily (ex. 1x in the morning and 1x in the afternoon) when an adult has the opportunity to record. Determine ahead of time which direction will be recorded (ex. Morning Work sheet) to avoid only recording events when the goal was met or only when not met. Record the following:*

1. *Number of prompts needed*
2. *Amount of time from when the direction is given to the start of the task.*

#### 5) Plan Evaluation

- Is the intervention plan effective?
- Should the plan stay the same? Be modified? Fade?

**TBD**

#### **Examples of student problems:**

- Off task-- Crawls on the floor, plays with objects in desk, attempts to play with others
- Disrupts others learning-- Tapping neighbors on shoulders; grabbing their materials, argumentative verbal interactions during group work, throwing objects, loud noises
- Aggression-- Initiates physical fights and/or swearing and verbally challenging peers and adults, assaulting peers, assaulting adults,
- Outbursts/rage/explosive reactions/ tantrum-- Student throws materials, crawls under desk, screams with high volume
- Verbal threats to harm peers-- Threatens peers with physical harm
- Profanity-- Using any type of profanity
- Upset with changes to the routine- Moans, throws things, goes to previous anticipated activity and refuses to leave
- Self-stimulatory behaviors--Twirling string, repeatedly rocking back and forth in chair, flicking fingers in front of eye

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**Examples of why behavior is happening:**

- “To Get Something” examples:
  - To gain adult attention, To gain sustained peer attention and positive comments (use this instead of “power”), To gain a desired item or activity , To get a choice in the pacing of activities , To gain social status, To access a sensory situation.
- Avoiding examples:
  - To escape or avoid a task a student states is (a) too hard or (b) too long, or (c) not meaningful to the student or (d) to escape peer comments that the task is too easy, To avoid or protest a demand or request or reprimand, To escape an environment in which the student state negative comments from peers frequently occur, To protest past actions of peers, To escape or avoid specific people or activities, To avoid a sensory situation that is aversive