



## Individual Problem Solving Meeting Agenda

The purpose of the IPS process is to use data to determine what staff can do to enable learning so that the student can achieve the grade level goal in the area of concern.

Meeting facilitators should use this [Facilitation Guide](#) for more guidance around the IPS process.

Student Name	School	Grade	Teacher	Date
Team Members				
Primary area of concern & missing skill(s) from Intervention Review				
<b>Literacy</b> <ul style="list-style-type: none"> <li>Phoneme Awareness</li> <li>Phonics</li> <li>Fluency</li> <li>Comprehension</li> <li>Writing</li> </ul>	<b>Math</b> <ul style="list-style-type: none"> <li>Numeric Reasoning</li> <li>Algebraic Reasoning</li> <li>Geometric &amp; Measurement Reasoning</li> <li>Data Reasoning</li> </ul>	<b>Social Emotional and Behavioral</b> <ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Management</li> <li>Responsible Decision Making</li> <li>Relationship Skills</li> <li>Social Awareness</li> </ul>		

### Step 1: Problem Identification (*What is the problem?*)

Student present level(s) of performance in the area(s) of concern:
Is the student a multilingual learner? If yes, please share the most recent ELPA data here:
Have all hearing and vision screenings been completed? Any concerns?
How many years has the student been receiving Tier 2 support?
Is the student receiving any other support during the day in the target skill?
Expected student level of performance:
Performance of peers (e.g. intervention group, same ELD level)
Magnitudes of discrepancy, as measured by a standardized assessment (i.e CBM) : Discrepancy to intervention peers:      %      To grade level peers:      %
Problem Definition:

## Step 2: Problem Analysis (*Why is the problem happening?*)

- Hypothesis development:
  - See [Problem Analysis Road Map \(Hypothesis Guide\)](#)
  - What did the Intervention Review team think is the primary reason that the current problem is occurring?  
(Choose 1 only)
    - ☐ The *Curriculum* is not fully ALIGNED to student needs.
    - ☐ The *Instruction* is not EXPLICIT enough..
    - ☐ The DOSAGE of *Instruction* and support is not sufficient.
    - ☐ The student is not TRANSFERRING skills learned in intervention to other *Environments*.

What data did you collect to support this hypothesis?	Results
What information was gathered from the student and caregiver interviews that is important to consider in planning individualized support?	
Was your hypothesis confirmed? <ul style="list-style-type: none"><li>● If yes, continue to Step 3</li><li>● If not, make a new hypothesis. Determine if you need additional data but continue on to Step 3 with the best information you have today.</li></ul>	

## Step 3: Plan Development (*Based on your hypothesis, how will you intensify support for the student?*)

Summary Statement:

The current intervention is not working adequately to ensure (the student) reaches the grade level goal because (hypothesis statement). We will intensify the intervention and support by (see the hypothesis guide for suggestions).

We will know the plan is working if we see improved growth in (the target skill) as measured by (progress monitoring measure)

Individualized Support Plan				
Plan components (based on suggestions from the hypothesis guide or other ideas) *For students with IEPs, changes to current programming must be reflected on an updated IEP	Who is responsible?	Where & When will it occur? (T1 whole group & small group, T2 intervention, other times)	How often? (Days per week & min per day)	Group size?
How will the student continue to learn grade level content while also learning the missing skills?				
Progress Monitoring Plan				
What assessments will be used?	Who is responsible?	How often?		
Implementation Monitoring & Support Plan				
How will the plan be supported and what evidence will be collected to ensure a high level of implementation?	Who is responsible?	How often/when will support and monitoring occur?		
Communication Plan				
How will the plan be communicated to all <b>relevant staff</b> ?			Who is responsible?	
How will the plan be communicated to <b>caregivers</b> ?			Who is responsible?	
How will the plan be communicated to the <b>student</b> ?			Who is responsible?	
When will we come back together to review progress?				

## Step 4: Plan Implementation & Evaluation *(Did it work?)*

A. Did the student consistently receive the support outlined in the plan?

Intervention Time		Core		Additional Practice		Other	
# of Sessions Attended		# of Sessions Attended		# of Sessions Attended		# of Sessions Attended	
# of Sessions Possible		# of Sessions Possible		# of Sessions Possible		# of Sessions Possible	
% of Sessions Attended		% of Sessions Attended		% of Sessions Attended		% of Sessions Attended	

B. Was the plan implemented as intended?

Observational Data  
(e.g. OTRs, following the script,  
behavior support)

C. Has the student closed the gap between their performance and grade level standards and/or performance of their peers?

Data Source/Measure	Current Level of Performance	Rate of Progress	Peers' Current Level of Performance	Peers' Rate of Progress	Benchmark or Standard	Expected Rate of Progress	Magnitude of Discrepancy	
Is the student making significant progress toward their intervention goal? (student rate of progress)							Yes	No
Is the student making as much or more progress as the other students in the intervention? (peers' rate of progress)							Yes	No
Is the student making significant progress toward the benchmark or standard? (i.e., decreasing the magnitude of discrepancy)?							Yes	No
Is the student passing more in-program checks than before this Tier 3 support plan was implemented?							Yes	No
Additional Comments:								

D. What are the next steps for this student? *(Check one)*

<input type="checkbox"/> FADE Intervention What scaffolds or support will the student need to continue to make progress?	<input type="checkbox"/> CONTINUE Intervention Does the student need this level of support to make sufficient progress? If yes, consider a referral for Special Education evaluation.	<input type="checkbox"/> INTENSIFY Intervention Consider a referral for Special Education evaluation.  For a student with an existing IEP, significant changes to IEP should be made by the IEP team.
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Planning Notes/Next Steps