

Problem-Solving Team Effective Behaviors Monitoring Form

Recorder: _____ Team: _____ Date: _____

| | YES | NO | | YES | NO |
|---|-----|----|--|-----|----|
| Today's meeting started on time. | | | The agenda for today was clearly communicated including goals and tasks. | | |
| All members were present and actively participated. | | | Facilitator or Note taker reports that paperwork is complete and up to date. | | |
| We got through our entire agenda. | | | Most of our meeting was spent developing specific solutions for students. | | |
| Homeroom teachers/primary interveners were present. | | | Communication with teachers and parents regarding decisions was planned. | | |
| SUBTOTALS: | | | | | |

| | | STUDENT NAME | | | | |
|-------------------------------|--|--------------|--|--|--|--|
| STEP | HIGH-QUALITY INDICATOR | | | | | |
| New Referral | Concrete plans made to collect needed information for problem ID (who, what, when) | | | | | |
| Problem Identification | A discrepancy statement has been made using objective and empirical data | | | | | |
| | Converging evidence in support of discrepancy statement was identified | | | | | |
| Problem Analysis | Discussion of how problem is affected by all domains (ICEL) as appropriate | | | | | |
| | Evidence that team collected data from multiple sources (RIOT) —no obvious missing | | | | | |
| | Discussions related to multiple alterable hypotheses across RIOT/ICEL is observed | | | | | |
| | Evidence that team used data to determine skill versus performance function of problem | | | | | |
| | Evidence that team used data to differentiate between Daly's other four hypotheses | | | | | |
| | Discussions including specifics regarding student skills and needs are observed | | | | | |
| | A clear hypothesis was made that is supported by convergent data | | | | | |
| | Discussion of inalterable factors is minimized | | | | | |

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|----------------------------|---|--|--|--|--|--|
| Plan Development | A goal statement has been made | | | | | |
| | The intervention is research based | | | | | |
| | The intervention appears sufficiently robust and connected to hypothesis | | | | | |
| | A clear implementation plan (script) is designed for the chosen intervention | | | | | |
| | A plan for monitoring progress using objective and empirical data was made | | | | | |
| | A plan to conduct an integrity observation was made | | | | | |
| Plan Implementation | A solution to a problem with implementation integrity was found | | | | | |
| Plan Evaluation | A direct observation of intervention integrity was reviewed | | | | | |
| | Decisions were recorded about both intervention integrity and dosage | | | | | |
| | Some quantitative data were reviewed—even if in raw form | | | | | |
| | A graph was reviewed by the team | | | | | |
| | Decisions were made about the quality of match between problem and intervention | | | | | |
| | Decisions were made about the effectiveness of the intervention | | | | | |
| | Decisions were made about next steps for the student | | | | | |
| SUBTOTAL | | | | | | |
| TOTAL | | | | | | |