

PST Process Checklist

(NOT a required form)

STEP	TASK	SUBTASKS	COMPLETED
1	Administer universal screenings See calendar for dates STAR Early Literacy is for grades K-2 and nonreaders STAR Enterprise (reading and math) is for students identified as probable readers	First screening	
		Second screening	
		Third screening	
2	Establish problem solving teams	Assess school's needs	
		Design teams to accommodate needs	
		Devise a plan to generate and disseminate all STAR Reports to applicable teachers	
3	Compile data for all students in need of Tier II and Tier III intervention including, but not limited to, the following: Course failures DIBELS, if applicable Comprehensive progress reports Report cards Attendance reports Discipline reports Review 360 Counseling reports Anecdotal records	Academic	
		Behavior	
		Attendance	

4	Manage PST meetings monthly	Create hard copies of all student documentation (Tier II and Tier III)	
		Complete PST Student Intervention Plan Forms	
		Identify specific concern(s)	
		Provide referring teacher a copy of the intervention plan	
5	Ensure documentation in each student's file includes, but is not limited to, these items	STAR Student Instructional Planning Report	
		STAR Student Intervention Plan Form	
		Other academic data	
		Behavioral data (if applicable)	
		Parent Intervention Initiation Notification	
		Parent Progress Monitoring Reports	
6	Implement prescribed interventions by identified teacher(s)	Monitor progress monthly	
		Notify parents of student progress on a regular basis	
7	Follow-up during consecutive meetings	Review and discuss Progress Monitoring form/data to determine effectiveness of interventions/RB strategies	
		Decide to continue, to change, or to discontinue interventions/RB strategies	
		Complete updated Progress Monitoring Reports	
		Refer students to special education as necessary	

The Problem Solving Team Model

STEPS	PROCEDURES	TOOLS
Identify the problem, the specific academic skill or behavior	<p>Administer universal screening assessments</p> <p>Analyze and interpret all available data in reading, math, and/or behavior</p> <p>Identify students needing interventions based on STAR cut scores and student academic/behavior data</p>	<ul style="list-style-type: none"> • STAR Early Literacy • STAR Enterprise Screening Assessments • ASPIRE • Classroom and District Tests • Work Samples • Grades • Attendance
Analyze the problem	Identify possible reasons for the non-responsiveness to intervention (instruction, behavior, motivation, learning difficulties, attendance, medical)	<ul style="list-style-type: none"> • Review 360 • Discipline Reports • Anecdotal records • DIBELS • STAR Reading: Benchmarks, Cut Scores, and Growth Rates • STAR Math: Benchmarks, Cut Scores, and Growth Rates • How to Interpret the GE Score • Key Questions STAR Assessments Can Help You Answer • PST Intervention Plan Form: Section I
Set goals	Set goals based on the discrepancy between the student's baseline performance and the expected or desired performance	<ul style="list-style-type: none"> • Smart Goals and Benchmarks
Identify research-based instruction/intervention strategies for solving the problem(s)	<p>Align appropriate instructional interventions</p> <p>Assign responsibilities for implementation</p>	<ul style="list-style-type: none"> • PST Intervention Plan Form: Section II • Student Intervention Documentation Form (or locally created form)
Monitor progress at least every 3-4 weeks to determine if the interventions are working and, if not, what interventions need adjusting	<p>Monitor intervention effectiveness and student progress using all available data</p> <p>Analyze and interpret the data</p> <p>Identify possible reasons for the non-responsiveness to intervention (instruction, behavior, motivation, learning difficulties, attendance, medical)</p> <p>Revise interventions to reach goal</p>	<ul style="list-style-type: none"> • Student Intervention Documentation Form (or locally created form) • Intervention Plan Review: Section III • STAR Early Literacy • STAR Enterprise Screening Assessments • DIBELS • ASPIRE • Work Samples • Grades • Attendance

		<ul style="list-style-type: none"> • Review 360 • Discipline Reports • Anecdotal records
After model has been implemented to fidelity, identify students who should be referred for special education evaluation	Consider a psychoeducational evaluation if after a minimum of 12 weeks of PST intervention and 4 progress monitoring data points, a student fails to make academic or behavioral progress	Checklist of Required Information for Special Education Referrals