



Problem Solving Team ~PST

Response to Instruction~RTI

## The Process for Mobile County Training School

### PST Process

The primary purpose of the PST is to ensure that all students are provided opportunities to be successful academically and behaviorally. When a student is referred to PST, the team, must review a variety of sources, such as, ASPIRE scores, STAR, and teacher made tests, teacher input, attendance and discipline to determine why the student is struggling, and if the student requires an intervention.

If the student has skill deficits or behavior problems that require intervention, the PST must create a plan addressing the problem. The plan will include specific concerns to be addressed, the type of intervention and who will provide the intervention. It will also include a goal indicating the expected improvement and a method to monitor progress. The teacher will notify the parents through a letter explaining intervention initiation. The Student Intervention Documentation (SID) Form will be utilized by teachers for all Tier III students documenting that the student receives intervention to address skill deficits. The SID form will not be used for Tier II students, but rather, they will be monitored by the general education teacher. Tier II students will be provided intervention strategies within the general education classroom. Progress monitoring will include grades, assessments and universal screening.

The Problem Solving Team (PST) will meet once a month to review student progress and determine whether the intervention/instruction should be continued, intensified or dismissed and if the student is making progress to achieve the planned intervention goal. If data gathered through progress monitoring of a student displays progress for 3 consecutive data points where the student has met or exceeded, the goal, the student may be dismissed from that intervention. Consequently, over the next 8 weeks minimally, progress monitoring should continue to promote ongoing success following dismissal from intervention. A progress report should be sent home to the parents, which should then be documented on the SID form.

**PROBLEM SOLVING TEAM (PST) STUDENT INTERVENTION PLAN FORM**

**SECTION I. FACTORS CONSIDERED IN DETERMINING NEED FOR INTERVENTION**

Student's Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Race: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ DOB: \_\_\_\_\_

Vision/Hearing Screening Date: \_\_\_\_\_ Pass: \_\_\_\_\_ Fail: \_\_\_\_\_

List/Attach specific screening/benchmark data (e.g., STAR data)

1. \_\_\_ Reading: \_\_\_\_\_

2. \_\_\_ Math: \_\_\_\_\_

3. \_\_\_ Behavior: \_\_\_\_\_

**SECTION II. INTERVENTION PLAN REVIEW**

Select area(s) of concern.

1. \_\_\_ **Reading** \_\_\_ Tier 2 \_\_\_ Tier 3

Specific concern to be addressed \_\_\_\_\_

Person responsible for intervention \_\_\_\_\_

Narrative of intervention strategies \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_ **Math** \_\_\_ Tier 2 \_\_\_ Tier 3

Specific concern to be addressed \_\_\_\_\_

Person responsible for intervention \_\_\_\_\_

Narrative of intervention strategies \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_ **Behavior** \_\_\_ Tier 2 \_\_\_ Tier 3

Specific concern to be addressed \_\_\_\_\_

Person responsible for intervention \_\_\_\_\_

Narrative of intervention strategies \_\_\_\_\_

\_\_\_\_\_